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ABSTRACT

This technical assistance guide is designed to expedite the implementation of partnerships between vocational education and community-based organizations (CBOs) as called for in the Carl D. Perkins Vocational Education Act of 1984. It is probably most useful as a resource for local training activities related to CBO/vocational education/Job Training Partnership Act (JTPA) partnerships. The guide provides information on Federal legislation relating to vocational education, basic education, and training for the target group--disadvantaged youth aged 16-21. It discusses partnerships and presents suggested procedures for establishing partnerships. Nine action plans that represent a variety of innovative approaches to partnerships are highlighted. The guide also illustrates a common model for program content. Each component of the model that may be carried out by the service delivery area or one or more service-providers or contractors and can involve CBOs and vocational school counseling programs is described. An outline for a training activity related to CBO/vocational education/JTPA partnerships is provided that can be used to develop a local workshop or seminar. Appendixes include directories of state directors of vocational education and of adult education, descriptions of nine CBOs, information on and addresses for the National Network for Curriculum Coordination in Vocational-Technical Education, and sample forms. (YLB)

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TECHNICAL ASSISTANCE GUIDE

Community Based Organizations, Job Training Partnership Act and Vocational Education: A Partnership Designed to Reduce Youth Unemployment

June 1986

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Community Based Organizations,
Job Training Partnership Act
and Vocational Education:
A Partnership Designed to Reduce
Youth Unemployment

TECHNICAL ASSISTANCE GUIDE

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Introduction to the Technical Assistance Guide

Purposes and Objectives

This technical assistance guide has been prepared to expedite the implementation of partnerships between Vocational Education and Community Based Organizations as called for in the Carl D. Perkins Vocational Education Act of 1984. Special attention is called to Title III A which provides for joint applications to State boards by local eligible recipients and CBOs to provide programs for disadvantaged youth age 16-21.

This guide provides information on Federal legislation relating to vocational education, basic education and training for the target group. It presents a model for program content and suggested procedure for establishing partnerships. Also included are directories of state officials who can provide local partnerships with programs and funding support and information.

Strategies For Use of the Guide

The guide will probably prove most useful as a resource for local training activities related to CBO/Vocational Education/JTPA partnerships. Using the outline for training activity to develop a local workshop or seminar will probably be most effective. Planning for such a local training activity should involve:

Local Director of Vocational Education
Local Private Industry Council
Community Based Organization
Private Sector (Business, Industry, Labor)

Foreword

One of the major problems facing this nation is urban youth unemployment. Unemployment, particularly of minority youth, is serious and persistent. Many of these youth are high school dropouts who lack the basic education and job skills necessary to get a job.

The dropout rate of our nation's high schools has reached a critical level. For all students it is 29%, for blacks it is 48%, and for hispanics it is 42%. This percentage is based on the number of ninth graders who stay in school through grade twelve. Even in our Nation's capital, Washington, D.C., the dropout rate is nearly a disgraceful 50%! The Washington Post reports that on a typical school day 10,000 students stay out of school.

The problems of youth out of school and out of work are magnified by drugs and crime which infect our urban areas. We must work together to seek a solution to this potential tinderbox of violence!

In recent months Community Based Organizations (CBOs) such as Opportunities Industrialization Centers of America have had a window of opportunity opened to them by the Carl Perkins Vocational Education Act of 1984. CBOs can now prepare jointly with local educational agencies an application to the State Board for Vocational Education to establish joint vocational education programs for disadvantaged youth age 16–21.

Never before in my 22 years as Chairman of the Board of OIC have I been so excited by the opportunity we and other CBOs of demonstrated effectiveness now have. We can develop joint "feeder" programs that will help identify, motivate, and provide pre-vocational and coping skills that will encourage many disadvantaged youth to return to the mainstream vocational and academic programs.

I am proud of OIC's proven effectiveness and our demonstrated success with disadvantaged youths. We want to work with vocational education as partners and to demonstrate that OIC and other CBOs:

- Have proven ability to take those who have been "turned off" and "turn them on" again to the work ethic and work habits that will make them successful in schools and in work as well.
- Can deliver as the "basic skills" needed so that disadvantaged young people *can* benefit from vocational education.
- Have a proven record of developing relationships with business and industry to get the "hard to place" individuals employed and to provide support needed to help those employed to stay employed.

It is my hope that this guide will provide useful information on forming new partnerships of business, education, government and community based organizations designed to solve a very serious social problem.

May 15, 1986

Leon H. Sullivan
Founder and Chairman
OIC of America
Philadelphia, PA

Historical Background

In July of 1984 the Reverend Leon H. Sullivan met with then Secretary of Education T. H. Bell and Assistant Secretary R. M. Worthington to discuss the critical problems of urban youth unemployment and the high percentage of high school dropouts, particularly of minority youth. Dr. Sullivan proposed a joint effort between the Opportunities Industrialization Centers of America (OIC's) and the U. S. Department of Education to launch a pilot program. Dr. Sullivan proposed a "Pre-Vocational Feeder Program" using OIC's proven experiences in motivational and employability training. Immediately following the passage and signing into law of the Carl D. Perkins Vocational Education Act of 1984 a second meeting was held with Secretary Bell, Reverend Sullivan, Assistant Secretary of Labor Casillas and Assistant Secretary of Education Worthington. It was agreed to launch a joint pilot effort starting modestly with six sites. State and local vocational administrators and OIC leaders from the six possible pilot sites met in Washington on October 22, 1984 with Secretary Bell, Dr. Sullivan and senior staff representing Education and OIC. The original sites participating were: Menlo Park, California; Jacksonville, Florida; Rockford, Illinois; Oklahoma City, Oklahoma; Philadelphia, Pennsylvania; and San Antonio, Texas.

Discussions continued regarding the pilot projects proposal over a period of weeks with little progress until after the start of the second Reagan Administration. With a new top management team on board in Labor and Education Dr. Sullivan met with the Vice President, Secretary of Labor Brock, and Secretary of Education Bennett, in that order, to secure their commitment and follow up the original plans.

Both Secretary Brock and Secretary Bennett endorsed Dr. Sullivan's proposal for a joint pilot effort. A Memorandum of Agreement was signed by both Secretaries committing their Departments to jointly sponsoring a planning session for Community Based Organizations to improve vocational education activities available for disadvantaged urban youth.

The Carl D. Perkins Vocational Education Act (P. L. 98-524 Title III Part A) created new mechanisms at the national, state and local levels to increase coordination between Vocational Education and J.T.P.A. Since local level coordination can occur in and through CBO's it was most prudent for the Department of Labor and Education to take the lead and assist CBO's in this coordinating effort.

Preface

The Department of Education and the Department of Labor have recognized the vital role that vocational education plays in combatting youth unemployment in America. The youth unemployment problem has the potential for becoming a social disaster in the future. It is estimated that black youth unemployment in the nation's inner cities is 50% to 60%. The Hispanic barrios and isolated rural areas are not far behind these startling statistics.

The Carl D. Perkins Vocational Education Act created new mechanisms at the national, state, and local levels to provide more responsive services to disadvantaged youth by increasing the coordination between Vocational Education and the Job Training Partnership Act.

The Secretaries of Education and Labor recognized the urgency of collaborative efforts by signing a Memorandum of Agreement for the joint sponsorship of a planning session and follow-up technical assistance for Community Based Organizations in coordinating vocational education activities for disadvantaged urban youth. The planning session involved the Secretaries of Education and Labor, Community Based Organization executives, and federal, state and local officials administering Vocational Education and the Job Training Partnership Act. A second meeting of these principals confirmed the need to establish a collaborative partnership which develops in selected pilot sites a feeder program designed to provide pre-vocational skills in reading, writing, and computation. The feeder program based on CBO programs of demonstrated effectiveness would motivate disadvantaged youth to enroll in mainstream vocational and basic education.

The Fiscal Year 1986 federal budget includes an appropriation of $7.5 million for Title III A of the Carl Perkins Vocational Education Act. This appropriation would be reduced to $7.1 million by the Gramm-Rudman-Hollings Act. The State Boards for Vocational Education will receive these funds on July 1, 1986, distributed by formula. Amounts available range from a low of less than $25,000 to a high of more than $700,000. Although the dollar amounts are not high they are significant because the funds must be used for collaborative efforts between local education agencies and Community Based Organizations.

Secretary of Labor Brock and Secretary of Education Bennett have endorsed the forming of partnerships of state and local government, education, private industry and CBOs to assist in the implementation of the State Assistance for Vocational Education support by CBOs of the Carl Perkins Vocational Education Act.

By collaboration in planning and jointly funding education and training programs for disadvantaged youth a much greater impact can be made toward assisting the more than 700,000 youth who drop out of our nation's high schools each year. In addition these partnership efforts can develop dropout prevention programs which will keep young people in school and assure them the acquisition of job skills and academic achievement for entry into the world of work or into post-secondary education opportunities.

The Dropout Problem

At a time in our history when jobs demand more skills and better education our schools are plagued with a serious dropout problem. A concerted effort is needed to identify, motivate and recruit thousands of these young people back into educational programs. A partnership between government, business, industry, education, community based organizations and labor to develop new approaches must be implemented. Such a partnership should seek ways to reclaim the dropout but also to develop dropout prevention programs.

About 700,000 youth leave school each year. Most come from the bottom 25% in terms of family income and education. They are predominantly male, live in a single-parent home, lack basic skills, have low self-esteem and believe they have little control over their future. Generally, they don't fit into an academic environment, the National Center for Education Statistics found in its study of 60,000 sophomores and seniors.

The reasons students drop out fall into three categories—experiences in school, the condition of the student's family and economics.

"School is often a hostile environment where they feel alienated . . . and where they perceive themselves as chronic failures."

"Teenage pregnancy is the No. 1 family condition related to dropping out and accounts for about 20% of the total." "Every day 1,540 teenage girls give birth to a child," according to Dr. Harold Hodgkinson of the Institute for Educational Leadership.

According to Education Secretary Bennett dropout rates have bottomed out; however, examination of statistics he released in February indicates an increase in the national dropout rate from 28% to 29.1% in the last three years.

Vocational Education Legislation

The Constitution of the United States did not provide for education as a Federal responsibility. Down through the years, education has become a concern of the Federal Government, a function of State governments, but a responsibility of local citizens throughout the land. Vocational education has in some form or other always been a part of the American educational system. Even in the early colonial era, the apprenticeship form of training, imported from Europe, was rather widely practiced.

During the industrialization of America in the 19th century, a demand for skilled labor developed that spawned a movement for free public education. With this movement came the trade unions who were among the earlier supporters of vocational education in America. With the passage of the Morrill Land-Grant Act in 1862, institutions were established to provide training in agriculture and the mechanical arts. In the early 1900's, the National Society for the Promotion of Industrial Education was formed. Beginning about 1906, this society began a long-range promotion of Federal legislation for vocational education culminating in the Smith-Hughes Act of 1917, the model for most subsequent education legislation that provided for cooperation between the States and the Federal Government.

Although the act was limited to training in agriculture, trade and industrial education, and home economics, it had a most significant impact on America's educational system and continues its influence to this day. This Federal legislation defined the scope of vocational education and provided some Federal funding. The importance of vocational education as a critical training component for the war effort was apparent in World War II when nearly 7.5 million persons were trained by vocational educators for National defense and war production work.

President Kennedy's Panel of Consultants, another landmark event in the development of vocational education, was established shortly after his election and led to the development and passage of the Vocational Education Act of 1963. The Vocational Education Act of 1963 and the 1968 Amendments provided for redirection, revitalization, and expansion of vocational education. It broadened vocational education to include research, curriculum development, personnel and leadership development, cooperative education, and work study. This legislation provided a good deal of flexibility and made it possible for the States to expand, improve, innovate, and develop new approaches to education and training for employment.

The Vocational Education Act of 1963 underwent a series of amendments in 1972 and in 1976. The establishment of a National data system, sex equity staffing at the State level, programs for limited-English-speaking adults, and many additional requirements were made of the States that led to increased administrative burden and unnecessary red tape.

Federal legislation aimed at the unemployed and hard-core disadvantaged emerged in the form of the Manpower Development and Training Act, the Comprehensive Employment and Training Act (CETA), and the Job Training Partnership Act. All of these acts, administered by the U.S. Department of Labor, have had a significant impact on vocational education.

The Carl D. Perkins Vocational Education Act ("Act"), which was signed by the President on October 19, 1984, continues Federal assistance for vocational education through fiscal year 1989. While the Act continues both State and national programs of vocational education, it replaces the Vocational Education Act of 1963 and arrays the Federal involvement in vocational education around two broad themes. First, the Act is intended to make vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons. Second, the Act is intended to improve the quality of vocational education programs in order to give the Nation's workforce the marketable skills needed to improve productivity and promote economic growth.

The programs authorized by the Act reflect these two themes. The State Vocational Education Program has two major components, the basic State grant and the Special Programs authorized by Titles II and III of the act, respectively. The basic State grant comprises the Vocational Education Opportunities Program, which represents fifty-seven percent of the funds available for programs under the basic skills grant, and the Vocational Education Improvement, Innovation, and Expansion Program, which represents forty-three percent. Under the Vocational Education Opportunities Program the States must use funds for vocational education projects for handicapped individuals, disadvantaged individuals, adults in need of training, single parents and homemakers, individuals who participate in projects designed to eliminate sex bias and stereotyping, and criminal offenders who are serving in correctional institutions. Under the Vocational Education Improvement, Innovation, and Expansion Program, the States must use funds to expand, improve, modernize, or develop high quality vocational education programs, and are given a broad variety of program choices to accomplish these purposes.

There are five Special Programs under the State Vocational Education Program, each funded from a separate State allotment:

(1) State Assistance for Vocational Education Support Programs by Community-Based Organizations;
(2) Consumer and Homemaking Education;
(3) Adult Training, Retraining, and Employment Development;

(4) Comprehensive Career Guidance and Counseling; and
(5) Industry-Education Partnership for Training in High-Technology Occupations.

Collectively, these programs reflect a desire to enhance the overall quality of the Nation's vocational education system by providing needed support services; drawing upon community resources, including those of the private sector; promoting the coordination of vocational education programs with complementary training efforts; and improving the effectiveness of consumer and homemaking education.

At the national level, the Act continues these broad themes in the Secretary's Discretionary Programs. Individuals with limited English proficiency will continue to be served under the Bilingual Vocational Programs, as will Indians and now Hawaiian Natives, under the Indian and Hawaiian Natives Program. In addition to continuing the National Center for Research in Vocational Education, and authorizing the National Institute of Education to conduct a national assessment of vocational education assisted under the Act, the Act also enhances the authority of the Secretary to carry out a comprehensive program of applied research in vocational education, under the National Vocational Education Research Program. Finally, Title IV of the Act also authorizes four new national programs that are designed to serve the vocational education needs of a number of specific populations and enhance the quality of State programs by making high-technology equipment available to local vocational education projects. These new programs include—

(1) Cooperative Demonstration Program;
(2) State Equipment Pools Program;
(3) Demonstration Centers for the Retraining of Dislocated Workers; and
(4) Model Centers for Vocational Education for Older Individuals.

The final regulations include revised Part 400, containing general provisions applicable to programs under the Carl D. Perkins Vocational Education Act; a new Part 401, containing the provisions applicable to the State Vocational Education Program; a revised Part 408, containing the provisions applicable to the Bilingual Vocational Instructor Training Program; and a number of new parts applicable to the Secretary's Discretionary Programs of Vocational Education, including Part 407, the Bilingual Vocational Training Program; Part 409, the Bilingual Vocational Materials, Methods, and Techniques Program; Part 410, the Indian and Hawaiian Natives Program; Part 411, Demonstration Centers for the Training of Dislocated Workers; Part 412, the Cooperative Demonstration Program; Part 414, State Equipment Pools; Part 415, Model Centers for Vocational Education for Older Individuals; Part 416, the Vocational Education Research Program; and Part 417, the National Center for Research in Vocational Education.

The Perkins Act and CBOs

The Carl D. Perkins Vocational Education Act places a strong emphasis on helping disadvantaged and minority populations. Also, the Act emphasizes cooperation and collaboration with community based organizations in the delivery of services and instruction to youth. The vocational education regulations use the definition of *Community Based Organization (CBOs)* that are found in the *Job Training Partnership Act*. The definition in JTPA is as follows:

"The term community based organization means private non-profit organizations which are representative of communities or segments of communities and which are providing job training services (for example, Opportunities Industrialization Centers, The National Urban League, SER-Jobs for Progress, United Way of America, Mainstream, The National Puerto Rican Forum, National Council of La Raza, 70001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development organizations, vocational rehabilitation organizations, rehabilitation facilities (as defined in Section 7(10) of the Rehabilitation Act of 1973), agencies serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union related organizations, employer related non-profit organizations, and organizations serving nonreservation Indians (including the National Urban Indian Council), as well as tribal governments and native Alaskan groups."

Title III Section 301(a)

Each community based organization which desires to receive assistance under this part shall prepare jointly with the appropriate eligible recipients and submit an application to the State Board which:

1. Contains an agreement between the CBO and the eligible recipients in the area to be served,
2. Describes the uses for the assistance with evaluation criteria,
3. Provides assurance that the CBO will give special consideration to the needs of the severely economically disadvantaged youth ages 16 through 21,
4. Provides assurance that business concerns will be involved,
5. Describes collaborative efforts with the eligible recipients—to enhance the environment of severely economically disadvantaged youth who need vocational programs, and
6. Provides assurance that the programs conducted by the CBO will conform to applicable standards of performance and measures of effectiveness required by vocational education programs in the State.

Section 302(a)

From the portion of the allotment of each State under Section 301 available for this part, each State shall provide financial assistance to joint programs of eligible recipients and CBOs for the conduct of special vocational education services and activities. (For services such as:)

1. outreach programs for transitional services and subsequent entrance into vocational training,
2. attitudinal and motivational prevocational training,
3. prevocational preparation and basic skills development,
4. prevocational programs for innercity, non-English speaking, Appalachian, and other youth in urban and rural areas that have a high density of poverty,
5. career intern programs,
6. assessment of vocational needs in relation to vocational education jobs, and
7. guidance and counseling to assist students in the selection of a vocational program.

Title II (States) Section 201(f)(3)

Makes grants to CBOs for services to single parents and homemakers.

Section 203(a)(4)

Each local educational agency shall use, to the extent feasible, CBOs of demonstrated effectiveness in addition to other eligible recipients, funds in areas of the State where there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of disadvantaged students.

Vocational Education Today

Vocational Education contributes to the Nation's economic revitalization, defense preparedness, and skilled work force development. For the layperson, vocational education is extremely difficult to comprehend. It is a multi-faceted, multi-level, multi-institutional program whose very diversity is both a strength and a weakness. Vocational education probably is best defined as a series of organized experiences designed to prepare an individual for employment in a recognized occupation.

Obviously, vocational education cannot be treated as a single homogeneous program. It is many programs with widely differing purposes, ranging from the career guidance or orientation function of prevocational industrial arts and the family-consumer focus of consumer and homemaking education, through the exploration and clustered skills preparation in the high school, to the high-skills training and technical education at the postsecondary level. It also contains special education for the physically handicapped, basic education for limited-English-proficient adults, and pre-engineering education for technicians, among other specialized offerings—clearly, and impressively, a broad spectrum of programs. Its program support mechanisms similarly cover a wide span, from outreach efforts aimed at women reentering the labor market in non-traditional occupations, through the highly successful stu-

dent organizations such as the Future Farmers of America, to higher education institutions for training vocational teachers, counselors, and administrators.

Further, vocational education is offered in an almost bewildering array of institutions, each type with its own approach, structure, funding mechanisms, legal powers, and other characteristics. According to our latest data, this array includes: 15,706 public comprehensive vocational high schools; 1,394 public area vocational centers; 586 private secondary schools; 811 public noncollegiate postsecondary institutions; 6,766 private noncollegiate postsecondary institutions; 1,118 2-year institutions of higher education (such as community colleges and technical institutes); 633 4-year institutions of higher education (which offer less than baccalaureate programs) 553 State correctional facilities; and 83 correspondences schools. This is a total of 27,650 institutions in which vocational education is offered.

The current state of vocational education is one of change and exceptional vitality, tempered by concern. The Nation is going through a period of rapid economic, technological, and demographic change that has the potential to leave many individual firms, even whole industries, and certainly some long-established programs, far behind in its wake.

Job Training Partnership Act

The Job Training Partnership Act (JTPA), which became effective on October 1, 1983, provides job training and related assistance to economically disadvantaged individuals, dislocated workers, and others who face significant employment barriers. The ultimate goal of the act is to move trainees into permanent, self-sustaining employment.

Under the JTPA, many responsibilities formerly carried out by the federal government are transferred to state and local governments. Governors have approval authority over locally developed plans and are responsible for monitoring local program compliance with the Act. In addition, a new public/private partnership is created to plan and design training programs as well as to deliver training and other service.

The JTPA contains five titles:

Title I—Job Training Partnership—Establishes the administration structure for the delivery of job training services. Among its provisions, this Title deals with the formation and designation of:

State Job Training Coordinating Councils (SJTCCs)—Formed by governors to provide advice and counsel on the training components of the Act, as well as to play a critical role in planning employment services authorized by the Wagner-Peyser Act. The SJTCCs recommend the designation of Service Delivery Areas.

Service Delivery Areas (SDAs)—Designated by governors to receive federal job training funds. Among the areas that are automatically eligible to be SDAs are units of general local government with a population of 200,000 or more. Local Elected Officials (LEOs) within the SDAs appoint from nominations made by general purpose business organizations, Private Industry Councils.

Private Industry Councils (PICs)—Appointed by LEOs to plan job training and Employment Service programs at the SDA level. PICs serve as key mechanisms for bringing representatives from various segments of the private sector into the active management of job training programs.

PIC membership includes representatives from:

Business—A majority of the PIC membership must represent business and industry within the SDA.

Educational Agencies

Organized Labor

Rehabilitation Agencies

Community-based Organizations

Economic Development Agencies
The Public Employment Service

Title I also covers development and approval of local job training plans and provides for performance standards.

Title II—Training Services For the Disadvantaged—Authorizes a wide range of training and related activities to participants. Services under Title II are targeted to the economically disadvantaged, but up to ten percent of an SDA's participants can be non-disadvantaged individuals who face other employment barriers. This Title also contains a separate authorization for summer youth program.

Title III—Employment and Training Assistance for Dislocated Workers—Authorizes a state-administered program to provide training and other assistance to workers who have been, or have received notice that they are about to be, laid off due to permanent closing of a plant or facility; laid-off workers who are unlikely to be able to return to their previous industry or occupation; and the long-term unemployed with little prospect for local employment or reemployment.

Title IV—Federally Administered Program—Authorizes federally administered programs for Native Americans, migrant and seasonal farmworkers, and veterans. This Title also authorizes the Job Corps and nationally administered programs technical assistance, labor market information, research and evaluation. The National Commission for Employment Policy is authorized by this Title.

Title V—Amendments to Other Statutes—Amends the Wagner-Peyser Act of 1933, which authorizes the federally supported Employment Service programs. This Title also amends the Social Security Act provisions relating to the Work Incentive (WIN) Program.

Partnerships

An over-riding aspect of education and training for jobs is the necessity for coordination and cooperation among agencies which are the providers of such programs.

Current legislation has gone to great lengths to encourage and, in some cases, mandate joint efforts for the efficient and effective provision of job training. This has come to be referred to as a partnership among business, education and social service agencies.

The players in these partnerships are easily identified at the state and local levels. These major players each have a role in the planning, coordination, delivery and followup of services.

CBOs

CBOs are represented at both the state and local coordination levels and can use this exposure to solidify support for services CBOs can deliver. Coordination cannot take place unless the parties involved are familiar and comfortable with one another.

CBOs can offer specialized services in pre-vocational skills and basic or remedial education as well as many other job-related areas. The most critical aspect of CBO involvement on coordinating councils is the CBO's responsibility to participate in planning and recommended coordination activities while at the same time showing the benefits of CBOs as service providers.

Barriers to Partnerships

A tradition of isolationism among business, vocational education and CBOs poses the greatest barrier to coordination. CBOs have had a lack of confidence in vocational education to serve the special populations which make up the CBO clientele, or to offer the open-entry open-exit format of instruction required in short-term training programs.

Vocational education has been reticent in recognizing the quality of CBO-based programs that were in competition with school-based programs. Business, having to hire, and retrain what it considered to be the failures of both education and public social service-sponsored training, has been critical of both (Campbell, 1981).

Turf protection, unwillingness to expend funds for services another agency can provide, and competition among agencies for clients has posed coordination problems even among CBOs.

Youth Services

As JTPA emerged, CBOs shied away from youth service proposals because they thought it would be difficult to meet prevailing performance standards. SDAs in turn called upon vocational education and private business to provide assistance in in-school training and OJT. The out-of-school, out-of-work youth, instead of receiving the special attention intended by JTPA, were even more under-served because of the emphasis on in-school youth services, summer youth programs and higher qualifying criteria for youth to be able to benefit from school and business-based training.

A study of SDA uses of funds (Walker, 1985) suggests that the problem was addressed by offering short-term, low cost programs for youth which resulted in increases in numbers served, but was less than successful in meeting the real needs of the youth.

Bridging the Gap

A gap existed which favored the CBO specialty of pre-vocational and remedial basic education for hard to reach, high-risk disadvantaged youth. The special talents of CBOs are becoming more recognized as JTPA evolves both at state and local levels.

The role of CBOs has become clearer as decision makers recognized the gap and at the same time recognized the special value of CBOs in bridging the gap.

Coordination has become a necessity rather than a desirable feature in the wake of the volume of work to be accomplished and clients to be served.

The benefits of selecting a service provider with a proven record of high performance and cooperativeness has been rated by PICs as the most important feature of contractor selection. CBOs grew from special needs for special populations and have survived based on their ability to meet these specific needs. Client recognition of the CBO's value is exceptionally high.

Business and vocational education have also come to recognize their reliance on CBO talents to augment and make flow more smoothly the education and training to be accomplished under JTPA and the new vocational education act.

Future benefits beyond just sharing the workload can be derived by joint planning for trends among the CBOs, vocational education, and PIC.

The mechanism for such planning will be primarily through participations and input to the state and local coordinating councils.

Secretary Brock Endorses Partnership

The importance of partnerships between government agencies was emphasized by Secretary of Labor William Brock in his testimony before the Labor and Human Resources Committee of the United States Senate. He said:

"I have established as a goal for the Department of Labor during my tenure as Secretary, to improve the productivity, effectiveness and creativity of our operations through interagency program coordination, private sector support, and other means. The Employment and Training Administration is undertaking a number of coordination activities with the Department of Education:

We have signed a memorandum of agreement on technical assistance for *community based organizations* in conducting vocational education services for disadvantaged youth.

We have signed an interagency agreement on coordination of apprenticeship training with vocational education. This provides for joint technical assistance to the field, regional conferences and national and State coordinating committees.

We have provided guidance to the States on the requirements for coordination between JTPA and vocational education.

We are planning joint technical assistance to the States on implementing coordination requirements; joint pilot projects involving model JTPA vocational education coordination activities at the local level; and research and demonstration projects on vocational services for incarcerated youth. This latter initiative also involves the Department of Justice.

Also in the planning stage are the development of joint strategies to encourage State and local coordination in providing remedial education and job-related training to low-achieving and disadvantaged youth. A series of joint demonstration projects with the Department of Education to assist delinquent youth with basic skills remediation and job-related training are being considered."

Procedures for Establishing Partnerships

Statutory Mandate for Collaboration

Cooperation, coordination, collaboration, partnerships. These are all terms that are difficult to qualify and quantify. A contract may lay out specific activities to be performed by each party, but the essence of a partnership is not contractual, it is attitudinal.

CBOs are by their nature "helping" agencies dedicated to humanistic goals of actualizing human potential through assistance in overcoming barriers to a productive life. *Vocational education* is dedicated to thes same goals with the specific objective of education for employment. *Government, business* and *labor organizations*, although generally seen as less humanistic, are making great progress in recognizing the value of the old maxim that a happy worker is a productive worker.

Current legislation focuses on actualizing a system involving all these players. For CBOs, the challenge is greatest because of their diversity. No one CBO can speak for the whole the way the State Directors of Vocational Education can speak for vocational education, or a mayor or a *Governor* can speak for government's stance on an issue.

Therefore, the challenge for CBOs and vocational education to coordinate and participate in education and training requires more positive public relations and communication than ever before.

With the new Federal legislation in place which requires collaboration and partnership between vocational education and OTHO training entities, kinship between Jobs Partnership Act (JTPA) programs and Vocational Education are more essential than ever before.

Collaboration Between Vocational Education and JTPA

Vocational education and job training have much in common both in substance and form. Congress in enacting the most recent legislation on both subjects—the Job Training Partnership Act (JTPA) *and* the Carl D. Perkins Vocational Education Act of 1984 recognized the interrelationship between the two training systems at every level, for both planning and operations.

At the local level, an eligible recipient for vocational education funding must describe in its application the coordination with relevant programs conducted under JTPA and give the appropriate JTPA administrative entity an opportunity to review and comment upon the application (Section 115—Perkins Act).

Representatives of local education agencies, including vocational education institutions, are cited as among those who should serve on the Private Industry Council under JTPA (Section 102 (a)). Also, appropriate education agencies in the service delivery area shall be given the opportunity to provide educational services (Section 107) as part of the job training system.

At the State level, a strong relationship is encouraged. For example, the Perkins Act mandates that State planning periods for vocational education plans are to be coterminous with planning periods for JTPA plans. (Section 113(a)(1)(b)). Also, the State vocational education plan must describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under JTPA (Section 113 (b)(10). Other provisions in the Perkins Act for cooperation at the State level include:

- In the selection of people to serve on the State Council on Vocational Education, one member will be someone who is a private sector member of the State Job Training Coordinating Council (SJTCC) (established under section 122 of JTPA) and "due consideration" in selecting representatives with a general interest in vocational education is to be given to individuals who serve on a PIC. (Section 112 (a)).
- The State Council on vocational education is mandated to evaluate at least once every two years the vocational education program delivery systems assisted under the Perkins Act and JTPA, make recommendations to the State vocational education board on the adequacy and effectiveness of the coordination which takes place between vocational education and JTPA and advise the Governor, the State board, the SJTCC and both Secretaries of those findings and recommendations (Section 112(d)(9)).
- The SJTCC is mandatorily afforded the opportunity to review and comment on the State vocational education plan. If the matters discussed by the comments are not covered by the State plan, the State must submit those comments with the State plan to the Secretary of Education. (Section 14(a)).
- States receiving grants for programs of Adult Training, Retraining, and Employment Development under Title IIIC must include in the State plan, methods and procedures for coordinating vocational education programs and services under this part with programs for dislocated workers funded under Title III of JTPA; the State vocational education board is instructed to consult with the SJTCC to insure that programs under this part may be coordinated with the Governor's coordination and special service plan required under section 121 of JTPA. The State board is also mandated to adopt procedures to encourage coordination between eligible recipients and the appropriate administrative entity established under JTPA (Section 323).

Representatives of the State Board for vocational education and the State council on vocational education are mentioned as potential members of the SJTCC (Section 122(a)(3)). Also, the SJTCC is mandated to identify "in coordination with the appropriate State agencies" the employment and training and vocation education programs and services represent a "consistent, integrated,

and coordinated approach to meeting such needs" (Section 122(b)(7)). Finally, the Governor is mandated to set aside eight percent of his Title II-A JTPA allotment and provide educational services and coordination of education and training through cooperative agreements with State education agencies. (Section 123).

Community-Based Organizations (CBOs) play an important role in planning and service delivery under both the Perkins Act and JTPA. JTPA mentions CBOs as potential members of the PIC, (Section 102 9a)(2), of the SJTCC (Section 122(a)(3)(D)) and as potential service providers under local plans (Section 107(a)). The Perkins Act mentions CBOs as entities to be used by States as alternate designated service providers at the local level under certain circumstances, (Section 252(b)), as designated service providers at the lcoal level under arrangements with local education agencies who are the eligible recipients of funding under the Perkins Act (Section 203(a)(2)(B)(4)), and as service providers for single parents and displaced homemakers (Section 201(f)(3)).

Title IIIA of the Perkins Act (Sections 301 and 302) is the principal statutory basis for the role of CBOs in the provision of vocational education support services. The potential for linkage is clear in the application requirements for assistance. Section 301 mandates that a CBO wanting assistance must prepare an application jointly with an appropriate eligible recipient which shall contain: assurances that the CBO will give special consideration to the needs of severely economically and educationally disadvantaged youth (ages sixteen through twenty one), assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought, and a description of the collaborative efforts with the eligible recipients. Funds under this part are to be used for: outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training, career intern programs and guidance and counseling to assist students with occupational choices and with the selection of a vocational educational program.

Thus, it is clear that the drafters of JTPA and the Perkins Act intended that there be major substantive cooperation and communication between the two systems in planning and operations and that there be a significant role in planning and the provision of services for CBOs.

What is needed to make this statutory framework coalesce is a common reference point on which to focus goals and objectives. That reference point is youth competencies. Competencies are statutorily recognized in JTPA (Section 106(b)(2)(A) as a measure of meeting performance standards.

The Department of Labor has found in the first two years of JTPA operations that youth competencies are often a significant facilitative tool in achieving the purposes of the eight percent Governor's set-aside (Section 123) to: a) establish state education coordination and cooperative agreements, and b) deliver employability enriching services to youth participants. Competencies can constitute the substance around which the processes of collaboration and linkage—building occur naturally.

Four basic competencies have been identified which are integral to both the job training and vocational education systems:

- Pre-employment skills
- Work maturity skills
- Basic education skills
- Job-specific skills

The statutory framework for constructive cooperation between vocational education and job training is now firmly in place. CBOs can serve as a catalyst for fusing the strengths of these two training systems into an effective vehicle for moving disadvantaged urban youth into productive employment.

Establishing Local Partnerships

The following steps outline a method for Vocational Education, JTPA and CBOs to promote their role in a partnership for serving disadvantaged youth at the local level:

1. **Assess agency capabilities**—Based on past activities, determine the strengths and weaknesses of the agency. Determine if weakness can be corrected and, if so, plan corrective action.
2. **Assess the best role for the agency in the planned SDA/PIC scope of work**—Realistically identify the areas in which the agency's strengths can be most effective.
3. **Prepare information on CBO/VE agency strengths**—Develop flyers, packets of information, etc., in a brief and readable form for widespread dissemination among the other "partners" on the successes your agency has had. Target information on ability to meet performance outcome and positive termination criteria specified for the SDA.
4. **Provide no-cost inservice training**—Short inservice on the potential questions PIC members may have about your agency's capabilities and the features of the population your agency can serve provides a good method of influencing PIC membership.
5. **Seek membership on the Local PIC**—Be aware of upcoming vacancies and seek nomination from the Chief Local Elected Official (LEOs).
6. **Attend PIC and PIC sub-committee meetings**—Even if your agency isn't a member of the PIC, attendance gives the opportunity to share information and gain information for agency planning.
7. **Review and submit testimony on the Job Training Plan**—At least one hearing is mandated. Well-thought out testimony can greatly influence the direction of the plan. Find out the due dates for the plan (it may be in two parts: an assessment segment and a program segment), secure an advance copy, and prepare written testimony.

8. **Be open to multiple methods of partnership**—A single direct service contract isn't the only way to provide service. Inter-agency agreements, subcontracting, memos of understanding and coordination agreements may be a better method, or the only available method, for the agency to provide needed services. Joint program development proposals can provide a good method to use the strengths of multiple agencies.
9. **Visit the vocational education schools and other service providers**—A CBO or vocational education school can better assess its potential good in a partnership if it fully understands the capabilities of the other "partners." Visits and joint meetings of staff for purposes of information sharing prove productive in establishing good future cooperation.
10. **Explore joint activities**—Joint program development proposals is only one way to a partnership. Sharing space, transportation, and agency services such as cross referral system for potential and actual dropouts can provide benefits to both vocational education and CBOs.
11. **Explore multiple funding sources**—Multiple sources of funding may need to be gathered to meet a need. SDA Title IIa, 8% monies, vocational education research rehabilitation funds, local school district, special education, bilingual, all offer possibilities for accomplishing agency goals.
12. **Accept factors beyond CBO/VE agency control**—Partnerships, like politics, are the art of compromise in its highest form. The goal of providing needed services for youth should outweigh all other considerations. If your agency is overlooked, try agin.

The following steps outline how partnerships can be promoted at the local level utilizing CBOs, vocational education, JTPA, and the Private Sector:

1. **Develop documentation of CBO and local vocational education program capabilities**—Textual information, past performance, personal testimony, and presentations provide methods of developing an accurate picture of existing CBOs and their particular strengths.
2. **Visit vocational schools and CBO programs**—An actual visit can often reveal much about an agency's strengths and weaknesses to add to other collected documentation.
3. **Utilize CBOs and vocational education agencies as information and referral resources**—CBO experience can provide insight to issues at no cost which can aid in JTPA and business planning. No cost inservice, testimony, and presentations are methods to use. Recruit CBO and vocational education testimony on the local Job Training Plan.
4. **Encourage joint proposals**—Joint vocational education and CBO proposals can maximize the strengths of each.
5. **Link funding streams**—Duplication of services is often the product of separate and discrete funding sources. Based on goals and objectives, seek to target all sources of funds for the same objective to service providers which demonstrate collaboration of CBOs, vocational education, and other appropriate agencies (e.g., Title IIa, State 8%, Voc Ed).

Establishing State Partnerships

Planning and coordination at the state level has both the benefits and the limitations of a collaborative endeavor in which all parties are independent, but come together to achieve a common economic and/or humanistic goal. At the same time, several of the participants have the power of rule-making and funding incentives which they may utilize to reach agreements during collaborative meetings and interchanges.

Together the participants of the State Job Training Coordinating Council (SJTCC) play a major role in developing the Governor's Coordination and Special Services Plan which specifies policies to be implemented statewide and locally using JTPA program funds. Participation by the State Vocational Education Director and other vocational education policy makers in developing this document can influence state vocational education policies as well as the use of the JTPA Education Coordinating 8% monies often coordinated through the State Vocational Education Office. Others, including organized labor and employment service representatives, are also influenced by their participation on the SJTCC and the issue before this group.

As with the local level, state level influence toward utilizing the proven effectiveness of CBOs as partners with vocational education requires understanding of the issues and how CBO and vocational education strengths can complement education and training in regard to the state's program goals.

Suggested procedures for state level partnership coordination include:

1. **Identify overlapping education and training services and responsibilities**—State level agencies should be analyzed for their potential role in partnership activities. This includes government, not-for-profit, non-profit, and for-profit education and training-related agencies.
2. **Develop database for access to information**—Include staffing, policy, funding and program information. Information can be provided to government agencies (e.g., State Board for Vocational Education) to use for planning purposes or to service providers (e.g., CBOs) to provide information on other service providers as an incentive for joint proposals and coordinative agreements at state and local levels.

3. **Develop an inter-agency communication system**—Encourage inservice presentations by CBOs and vocational education programs and sharing of program information materials among agencies with similar clientele.
4. **Develop an Education and Training state-level resource center**—Curriculum and other education and training program materials developed by schools, CBOs, and other agencies should be collected, assessed for quality and transportability, and made available for sale or loan. A database of exemplary programs in the state can be used to identify promising practices and document strategies for success.
5. **Utilize client-based sub-committees to encourage inter-agency cooperation**—Subcommittees of JTPA, vocational education, CBO representatives, business representatives and others should be utilized to bring together staff of organizations with the same primary clientele for the purpose of coordinating funding and/or determining the best methods to serve the client group.
6. **Develop CBO/VE partnership guidelines for SDAs**—Guidelines or criteria can encourage utilization of CBO and vocational education partnerships and planning and obtain the most appropriate mix of support services for participants.
7. **Disseminate information on CBO/VE successes**—Success stories can be highlighted through flyers, brochures, booklets, TV, newspaper, etc., statewide. This type of public information-sharing promotes education and training to the public in general, to potential clients in specific, and encourages further collaboration among local CBOs, vocational education, and others.

Pilot Programs

Participation in a meeting called jointly by Secretary of Labor Brock and Secretary of Education Bennett represented 10 possible pilot sites. The pilot programs would demonstrate the effectiveness of partnership between Community Based Organizations (CBOs), Vocational Education, JTPA and the private sector in reducing youth unemployment through vocational education and training.

Representatives of the proposed 10 pilot sites were asked to submit "plans of action" to the Departments of Labor and Education. Nine action plans, reflecting a variety of innovative approaches, are highlighted below:

California—Plan for pilot project jointly developed by OIC West and Sequoia Union High School District. The Dropout Prevention Pilot Project intends to prevent high school students who are identified as high-risk potential dropouts from leaving high school before completion, and to provide those students with skills and attitudes to (1) graduate from high school, (2) enroll in vocational education classes, and (3) find employment after high school.

Florida—A partnership agreement between the Florida State Department of Education, Duval County School District, Florida Junior College and Jacksonville OIC will manage the pilot program. The Pre-Vocational Training Feeder Program will focus on (1) Pre-employment, (2) Work Maturity and (3) Basic Education Skills.

Illinois—The pilot project involves the OIC of Winnebago County, the Rockford Area Vocational Center, the Rockford Board of Education (District #205) and the Illinois State Office of Adult, Vocational and Technical Education. The project will serve disadvantaged youth out of the school system. The program will emphasize the upgrading of basic skills, provide supportive services and develop work maturity and functional skills. Trainees will move from the OIC to the AVC after achieving the basic skills training.

Minnesota—The Minnesota partnership involves the Twin Cities Opportunities Industrialization Center, Minnesota State Board of Vocational Technical Education, Minnesota public schools, Minnesota Employment and Training Program (JTPA), and the Minnesota Department of Jobs and Training. The pilot program is targeted at women, head of households with one or two parents. The proposal is to provide alternatives for women returning to high school or some other secondary education alternative, remedial education, vocational training or employment. The target group was selected due to the critical need in the Twin Cities metropolitan area for such services.

Oklahoma—Oklahoma has identified a serious problem in Oklahoma City—the youth dropout. The pilot project will involve the State Department of Vocational Technical Education, the Oklahoma City Vocational Technical District #22, Oklahoma City Opportunities Industrialization Center, and the Private Industry Council. The program will emphasize outreach, assessment, counseling, basic academic and functional remediation services. The Oklahoma City Vocational Technical District will provide occupational specific skills training as approved by the Private Industry Council.

Texas—The Texas Education Agency released an RFP for projects to design and test model innovative collaborative efforts between local vocational educational program, CBOs, and JTPA. Texas set aside funds from JTPA Section 123 to support the projects. Six projects were funded and were targeted to various JTPA eligible clients. The Bexar County Opportunities Industrialization Center has developed a pilot project in response to the RFP in the School District of San Antonio.

Utah—The Utah State Board for Vocational Education and the Utah State Office of Job Training for Economic Development in collaboration with the Salt Lake City School District and the Utah Opportunities Industrialization Centers of Salt Lake City have developed a pilot program. Also involved in the plan is the Office of the Governor, private institutions, the local Technical College and the Salt Lake City Job Service. The program will serve school dropouts who lack skills necessary for economic self-sufficiency, are unemployed or underemployed, and will benefit from a remedial program that will prepare them for mainstream education and training programs.

Pennsylvania—The School District of Philadelphia and the Philadelphia OIC in a collaborative effort with the State Department of Education has developed a pilot program for out of school disadvantaged youth. The CBO would provide computer assisted remedial education through its feeder program, a resource external to the school district. Youth who have become alienated from the public school system would have access to basic skills, remediation and GED acquisition. A Memo of Agreement has been developed for signature by all members of the partnership.

Michigan—Michigan's action plan for linking vocational education and Community Based Organizations is concentrating on delivering services to single parents/homemakers. The pilot project will involve a joint venture between the OIC of metropolitan Saginaw and the School District of the City of Saginaw. The Michigan Department of Education and the Saginaw-Midland JTPA Administration are a part of the partnership effort. Participation identification, testing and referral will be handled by the OIC and the School District. Adult basic education, specific vocational training and GED preparation will also be provided jointly.

Program Content

A common program model for SDAs is illustrated below (Fig. 1). Each component of the model may be carried out by the SDA itself or, by one or more service-providers or contractors, and can involve CBOs and vocational school counseling programs.

The model is applicable to out-of-school, out-of-work youth as well as other JTPA participants. In each part of the model CBOs and vocational education partnerships have been forged by interagency agreements and/or by subcontracting to allow each agency to provide the best service possible. On the following pages each element of the model is expanded to illustrate program content related to each element. Potential services provided by CBOs and vocational education agencies are further detailed as part of each element of the model.

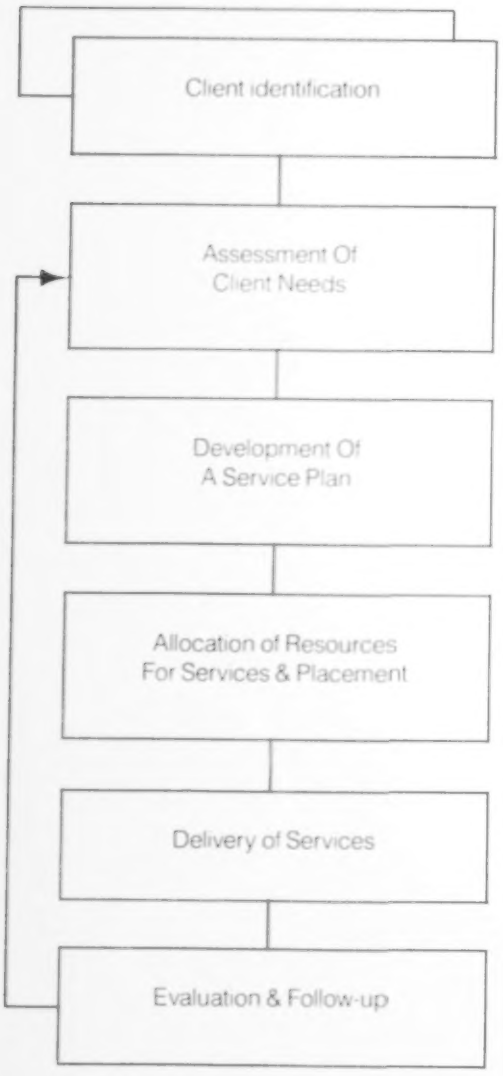
Client identification
Assessment Of Client Needs
Development Of A Service Plan
Allocation of Resources For Services & Placement
Delivery of Services
Evaluation & Follow-up

Figure 1

Client Identification

Identification of clients can be accomplished by *outreach* such as calling on referral-assistance agencies, such as Job Service, or the Department of Rehabilitation, which keep data on the unemployed; by *recruiting* techniques which can be as general as a TV ad for out-of-school youth or specifically targeted to a select population served by a CBO; and by identification of potential or recent *dropouts* by the local education agencies.

Assessment of Client Needs

Assessment of a client is a counseling function which may involve:

- *Academic assessments* to determine the level of basic skills the client possesses.
- *Interest inventories* to assess the clients' preferences and interests in general subjects or to establish affective traits.
- *Career interest inventories* to identify occupational area in which the client has interest.
- *Aptitude testing* to determine the client's cognitive potential.
- *Learning styles inventory* to determine the method of instruction by which the client learns best.
- *Psycho-physical testing* by which the client's cognitive and psycho-motor skills are assessed to determine occupational compatabilities.
- *Social-psychological testing* to determine any psychological barriers to success in an education and training program.
- *Handicap assessments* to determine any physical impediments or special requirements for the client to benefit from training.

Many commercial instruments are on the market in addition to testing materials developed through state vocational education guidance and counseling research and other sources.

Intake assessments are also made to determine client eligibility for training, education and support systems from various funding sources in addition to JTPA.

Development of a Service Plan

Armed with data from several or all of these assessments, the counselor can determine where to place the client on the spectrum of social and training services available in order to achieve efficient and positive termination in the program.

Other assessments may also be made to identify needed support services to enable the client to participate and benefit from the program. These may include *support services* for child care, transportation, financial assistance, medical services, family counseling, and legal aid.

The development of individualized service plans has proven successful as both a planning tool and accountability documentation.

Allocation of Resources

The coordinative role of JTPA and vocational education comes into play as the SDA (or the SDA's contractor) determines which additional service-providing agencies can best meet the client's needs based on the individual client's plan.

Delivery of Services

In some SDAs Delivery of Services may include the continued counseling, or reassessment and further testing, if the initial assessment was done by the SDA merely for referral purposes.

Additionally, Delivery of Services covers pre-vocational education (also called pre-employment assistance), basic education, training, job development, job placement, and followup. Support services such as child care are also provided as part of the total service package to the client, however, this section will detail only the pre-employment, basic education, and training activities which CBOs and vocational education can provide separately or in coordination for out-of-school, out-of-work disadvantaged youth.

Pre-Vocational/Pre-Employment and Basic Skills

Pre-vocational education assists in the client's vocational preparation by developing skills and interests that will help the client prepare for vocational training and employment.

Based on results of the assessments the following pre-vocational activities may be used:

- **Occupational Exploration**—Assessment of data will target the client's interests and capabilities to job cluster areas. Occupational exploration makes clients aware of diverse job possibilities matched to their interests, background experience, and other characteristics. Work samples or other activities which give an example of the physical, social and emotional and intellectual demands of a job may be explored. Training and education requirements are also considered.
- **LMI**—Labor market information on jobs currently projecting stability and growth in the client's geographical area, and the training required for them, are matched to the jobs selected by the client and counselor as having the combined greatest potential for successful employment. These jobs become the target for which future training is directed.
- **Job Holding Skills (also called Job Survival Skills or Employability Skills)**—Training includes the economics of the workplace, the employer's expectations, variations in job demand, interpersonal relations on the job, attitude, habits, honesty, safety and health considerations. These factors are reinforced to assure that the client can enter a job with realistic expectations of what is required above and beyond the skills for the individual occupation.
- **Basic Skills**—Remedial or reinforcement education in the basic skill areas of *oral communication, written communication, reading* and *mathematical calculation* is utilized based on the client's pretesting (e.g., reading comprehension may be exceptionally low but reading speed high). Depending on the job or jobs the client is being targeted toward, one basic skills area may require more attention (e.g., good math skills may be critical in one job and of minimum importance in another). Practical applications of basic skills are often used to reinforce the basic concepts. For example, completion of tax and insurance forms, figuring deductions, and review of company benefit packages serves two purposes of the client. Posttesting may be required to document competency.
- **Bilingual and Literacy Training**—Instruction designed to remove lack of language proficiency as a barrier to employment by teaching English and assisting in making the cultural transitions necessary to function in a job.
- **Job Seeking Skills**—Labor market information only reveals the continuing existence of need for certain jobs. Finding the jobs or creating the job requires effort on the part of the client to work with the agencies within the SDA in order to locate job opportunities (especially if Job Search Assistance is not provided). Job resume writing, acquiring references, completing application forms, interviewing and interview followup are training elements included in job seeking.
- **Job Transition Skills**—Job change may be required because of a variety of factors including firing, worker classification, layoffs, etc. The ability to deal with the stress of job transition and being able to develop a strategy for utilizing what was learned on the job and applying it to a new job search is the goal of job transition skill training.

Education and Training

Vocational education programs combine education and training by reinforcing basic skills needed for the job, by educating the client as to why the job is done and how it leads to more highly skilled or technical jobs, and by providing training in the actual skills needed to be employable in the job.

Vocational training can be conducted on a single job, a cluster of related jobs, or a specialty within a job. It may be directed toward entry level employment or as updating for clients with some previous training or experience on a job.

Curriculum based on job tasks, which are definable units of work with performance standards, allow measurement of success or completion on a task-by-task basis. Because of this, the content can be modularized and taught in a variety of sequences and formats (e.g., group or individualized) suitable to the schedule of the training-provider and/or client.

Vocational training for out-of-school, out-of-work youth may be accomplished by:

- **OJT**—On-the-job training is a training method in which the client is placed in a job for training to be

provided by the employer for a specified period of time with the expectation of continued employment.

- **Classroom Instruction**—Instruction in a classroom setting, in a working laboratory, and/or a work-like setting is the training method which offers the most controlled environment.
- **Work Experience Training**—Work experience is a form of short term on-the-job training which does not necessarily result in continued employment.
- **Preparation for Apprenticeship**—Training to prepare the client for entrance into apprenticeship training.

Job Development and Placement

Job developers at the SDA or SDA's contractor are employed to seek out sources of placement for the client and refer the client to potential employers.

Arrangements for *placement* of clients may be made through the job developer or a job counselor prior to, during, or after pre-vocational education and training, dependent upon a successful interview with the client.

Evaluation and Followup

Service providers are required to provide followup data on placements, client satisfaction with services and employer satisfaction.

The SDA will also conduct an *evaluation of services* provided to clients by service-providers to determine the quality of the service, the quality of the management, and the cost-effectiveness of using the agency as a service provider. In the case of a joint effort, as with a CBO and vocational program, the effectiveness of the partnership is also judged.

Specific data required by JTPA and other agencies such as proof of *positive termination* and competency achievement to *performance standards* is also collected to assist in accountability reporting and decision-making on future activities.

If the training and placement has not been adequate to meet the needs of the client and/or the employer, the service-provider will recycle the client to reassess the needs and remediate where possible.

Training Activity

Title: **Exploration of Partnerships for Serving Disadvantaged Youth 16–21 YRS.**

Objective: To assist vocational educators and CBOs to file joint plans of action for carrying out joint vocational education/CBO projects.

Sponsor: May be the SDA/PIC or any one of the intended audience agencies. A joint contract from the State Level or the SDA could be contracted to a CBO and vocational education agency to put on the conference as a professional development activity. Funding may be available from 8% Education Coordination monies of JTPA and Program Improvement funds under Carl Perkins Act.

Audience: Community Based Organizations (CBOs) Staff
Vocational Educators
Business and Industry Representatives
JTPA Staff

ESTIMATED ATTENDANCE: 50–100

Time Frame: Two-day Inservice
10 a.m.–5 p.m. First Day
8 a.m.–3:30 p.m. Second Day
(times to allow for travel and meeting to be accomplished in 2-day period).

Delivery: May be a single conference or part of a larger conference.

Materials Needed: Training Packet of
1. List of CBOs and Voc. Ed. Agencies in SDA
2. Technical Assistance Guide
3. Sample Agreement Forms
4. Copy of Current SDA RFPs, etc.
5. Copy of Current Job Training Plan
7. PIC Review Sheet
8. Conference Evaluation Form

Steps:
1. Develop a list of all potential participating agencies.
2. Develop draft agenda.
3. Develop and disseminate an invitation requesting participation of several staff members from each agency.
4. Ask participants to bring handouts on their success for "sharing sessions."
5. Refine agenda based on the response.
6. Confirm presenters and facilities.
7. Conduct conference.
8. Evaluate conference.
9. Send followup letters and conference reports.

DRAFT AGENDA: **—FIRST DAY OF CONFERENCE—**

10 a.m. *Welcome and Overview* (by official of sponsoring agency)

10:15 a.m. *Welcoming Address*
Topic: **Why Are We Here? The Need for CBO/Voc. Ed. Partnerships** (by an official of some stature with the attendees who is able to create cooperative tone with some urgency, e.g., a prominent CBO organizer or an outstanding legislator).

11 a.m. *Small Group Sharing of Agency Information.* (Group assignments made by conference planners to achieve balance).
Objective: To learn about the variety of SDA participating agency resources and share informational flyers on program successes or service specialties.
Activity: A Recorder for each group is picked. The Recorder asks for and lists all the agencies represented in the small group on a wall/board. Each participant introduces and describes the agency of another participant. The participant being described then affirms or corrects the introduction by sharing handouts and describing agency specialties.

12:30–2 p.m. Luncheon
Topic: **Partnershipping: The Benefits and The Barriers.** (Luncheon speaker's panel of 3–4 CBOs and Voc. Ed. agencies which have collaborated successfully).
Planners may direct that one issue per group is considered or that all groups consider all issues, etc.

2–4 p.m. *Small Group Discussion on Client Based Needs and Issues* (same as a.m. groups)
Objective: To discuss various agency's approaches to common issues of concern.
Activity: Issues should be identified by the conference planners based upon the input recommended from the pre-conference questionnaire and may include the following:
1. Identifying Funding Eligibilities
2. Special Population Needs
3. Performance Standards
4. Curriculum Content
5. Client Assessment Instruments
6. Motivation

4 p.m. *Reports from Small Groups Discussion*
(Person in charge of afternoon session should summarize at the end of each report and record the issues).

5 p.m. Summary, Review of Next Day's Agenda
Adjourn

6 p.m. *Optional Reception* with "Get More Acquainted!" form.

—SECOND DAY OF CONFERENCE—

8 a.m. *General Session Presentation*
Topic: **SYNERGISM: How to Influence the SDAs Job Training Plan** (by a PIC member or successful contractor to speak on timing, PR, etc.).

9 a.m. *Small Group Sessions on Joint Influence*
Objective: To identify methods of jointly influencing the SDA's Job Training Plan.
Activity: Use Technical Assistance Guide to identify and discuss methods appropriate to the SDA.

10 a.m. Break

10:30 a.m. *Small Group Sessions on Management Issues*
Objective: To discuss various agency's approaches to management issues of concern and possible joint efforts.
Activity: Issues should be identified by participants using the Nominal group Technique and led by a facilitator who records the concensus on the issues.
Topic may include:
1. Referrals
2. Reporting
3. Legal agreements
4. Barriers

12 noon Luncheon
Topic: Luncheon Speaker on **Legal Aspects of Joint Agreements and Model Plans** (by legal representative)—or—Luncheon Speaker on **Model Joint Agreements**.

1 p.m. *Small Group Sessions on Joint Plans*
Objective: To develop model joint agreements or plans from which to work in the future.
Activity: Group facilitators record elements of a Model Joint Agreement or Plan.

2:30 p.m. *Reports from Afternoon Small Group Discussion*
(to be digested and sent to all participants as followup to the conference).

3:15 p.m. *Concluding Remarks* by Conference Planners
Evaluation (form to be turned in)

3:30 p.m. Adjourn

Get more Acquainted!

Find another participant who meets the criteria below and have them initial your form. First person to complete the form wins a door prize.

_____ 1. Administrator of a vocational education program

_____ 2. A representative of an agency serving *only* youth 16-21 yrs.

_____ 3. A representative of an agency serving Hispanics primarily

_____ 4. A vocational education counselor who can describe "survival skills" in 20 words or less

_____ 5. A business-based trainer

_____ 6. A representative of a CBO which does intake assessments

_____ 7. A vocational teacher of handicapped students

_____ 8. A participant from a CBO specializing in basic education skills

_____ 9. A job developer

_____ 10. A PIC member

_____ 11. A specialist in learning disabilities

_____ 12. A representative of a CBO with blue eyes

_____ 13. A bearded vocational educator

_____ 14. A JTPA representative wearing red

_____ 15. Someone who testified on the SDA Training Plan

(Add your own!)

Appendix A

Directory of State Directors of Vocational Education

Appendix A

State Directors of Vocational Education

Alabama
Dr. Robert T. Carter
State Director
Division of Vocational Education
State Department of Education
887 State Office Building
Montgomery, AL 36130
205-261-5198

Alaska
Mr. Gerald D. Hiley
Administrator
Adult & Vocational Education
State Department of Education
Goldbelt Place
801 West 10th Street
Pouch F
Juneau, AK 99811
907-465-4685

Arizona
Mr. John T. Lange
State Director of Vocational Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85009
602-255-5343

Arkansas
Dr. J. Barry Ballard
Director for Vocational, Technical and Adult Education
State Department of Education
406 State Education Building, West
#3 Capitol Mall
Little Rock, AR 72201
501-371-2165

California
Mr. James T. Allison
Assistant Superintendent and Director
Vocational Education Division
State Department of Education
P.O. Box 944272
721 Capitol Mall
Sacramento, CA 94244-2720
916-445-3314

Colorado
Mrs. Dorothy A. Horrell
State Director of Occupational Education
State Board of Community Colleges and Occupational Education
1313 Sherman Street, Room 214
Denver, CO 80203
303-866-3071

Connecticut
Mr. Angelo J. Tedesco
Associate Commissioner/Director
Division of Vocational and Adult Education
State Department of Education
P.O. Box 2219
Hartford, CT 06145
203-566-4868

Delaware
Dr. Thomas M. Welch
State Director of Vocational Education
State Department of Public Instruction
J. G. Townsend Building
P.O. Box 1402
Dover, DE 19901
302-736-4638

Washington, DC
Dr. Otho E. Jones
Division of Career & Continuing Education
415 12th Street, NW
Room 904
Washington, DC 20004
202-724-4184

Florida
Mr. Joe D. Mills
Director
Division of Vocational Education
State Department of Education
Knott Building
Tallahassee, FL 32301
904-488-8961

Georgia
Mr. William P. Johnson
Associate State Superintendent of Vocational Education
Office of Vocational Education
State Department of Education
1766 Twin Towers East
Atlanta, GA 30334
404-656-6711

Guam
Mr. Peter R. Nelson
President/State Director for Vocational Education
Guam Community College
P.O. Box 23069
Guam Main Facility
Guam, M.I. 96921
671-734-4311, Ext 47/48

Hawaii
Dr. Lawrence A. Inaba
State Director of Vocational Education
University of Hawaii
2327 Dole Street
Honolulu, HI 96822
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Idaho
Dr. Larry G. Selland
State Administrator
Idaho Division of Vocational Education
650 West State Street
Boise, ID 83720
208-334-3216

Illinois
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Assistant State Superintendent
Department of Adult, Vocational and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217-782-4627

Indiana
Miss Geneva Fletcher
Executive Director/State Director of Vocational Education
State Board of Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204
317-232-1814

Iowa
Mr. James D. Athen
Director of Career Education
Iowa Department of Public Instruction

Grimes State Office Building
Des Moines, IA 50319
515-281-4702

Kansas

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State Director of Vocational Education
State Department of Education
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Topeka, KS 66612
913-296-3951

Kentucky

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Frankfort, KY 40601
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Louisiana

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State Department of Education
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Baton Rouge, LA 70804
504-342-3524

Maine

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Bureau of Vocational Education
Department of Educational and Cultural Services
Education Building, Station 23
August, ME 04333
207-289-2621

Maryland

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Vocational Technical Education
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Baltimore, MD 21201
301-659-2075

Massachusetts

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Associate Commissioner
Divisions of Occupational Education
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Quincy, MA 02169
617-770-7350

Michigan

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Minnesota

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St. Paul, MN 55101
612-296-3995

Mississippi

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Jackson, MS 39205
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Missouri

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Montanna

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Office of Public Instruction
State Capitol
Helena, MT 59620
406-444-2413

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P. O. Box 94987
Lincoln, NE 68509
402-471-4800

Nevada

Mr. Bill Trabert
Director Vocational Education
State Department of Education
400 West King Street
Carson City, NV 89710
702-885-3144

New Hampshire

Dr. G. William Porter
Director Vocational-Technical Services
Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
603-271-3453

New Jersey

Dr. Gordon Ascher
Assistant Commissioner of Education and State Director of Vocational Education
State Department of Education
225 West State Street
Trenton, NJ 08625
609-292-6340

New Mexico

Ms. Wilma Ludwig
State Director of Vocational Education
State Department of Education
Education Building
Santa Fe, NM 87503
505-827-6511

New York

Mr. James A. Kadamus
Assistant Commissioner for Occupational and Continuing Education
State Department of Education
One Commerce Plaza, Room 1624
Albany, NY 12234
518-474-3981

North Carolina

Dr. Clifton B. Belcher
Director
Division of Vocational Education
Department of Public Instruction
535 Education Building
Edenton & Salisbury Streets
Raleigh, NC 27611
919-733-7362

North Dakota
Mr. Carrol E. Burchinal
State Director Vocational Education
State Board of Vocational Education
State Capitol, 15th Floor
Bismarck, ND 58505
701-224-2259

Ohio
Dr. Darrel L. Parks
Director of Vocational and Career Education
Ohio Department of Education
Room 907
65 South Front Street
Columbus, OH 43215
614-466-3430

Oklahoma
Mr. Roy V. Peters, Jr.
State Director
State Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074
405-377-2000, Ext. 200

Oregon
Mr. Monty Multanen
Assistant Superintendent
Division of Vocational Education
State Department of Education
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Salem, OR 97310
503-378-2337

Pennsylvania
Dr. Jerry C. Olson
State Director
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State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
717-787-5530

Puerto Rico
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Hato Rey, PR 00919
809-753-9128

Rhode Island
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Deputy Assistant Commissioner for Vocational Education
State Department of Education
Roger Williams Building, RM 222B
22 Hayes Street
Providence, RI 02908
401-277-2691

South Carolina
Dr. Moody Oswald
Director
Office of Vocational Education
State Department of Education
908 Rutledge Office Building
Columbia, SC 29201
803-758-5372

South Dakota
Mr. Fred Thornburg
State Director
Division of Vocational-Technical Education
Richard F. Kneip Building
700 North Illinois
Pierre, SD 57501
605-773-3423

Tennessee
Dr. Brenda Miller
Assistant Commissioner
Division of Vocational Education
State Department of Education
200 Cordell Hull Building
Nashville, TN 37219
615-741-1716

Texas
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Associate Commissioner of Occupational Education and Technology
Texas Education Agency
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512-463-9322

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Dr. Kent L. Worthington
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Salt Lake City, UT 84111
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Vermont
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Charlotte Amalie, VI 00801
809-774-3046

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Richmond, VA 23216
804-225-2078

Washington
Mr. Merritt D. Long
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Washington State Commission for Vocational Education
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M/S LS-10
Olympia, WA 98504-6110
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Wisconsin
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Wisconsin Board of Vocational, Technical & Adult Education
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Madison, WI 53707
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Wyoming
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Vocational Programs Unit
State Department of Education
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Samoa

Mr. Valaparaiso Ieremia
State Director of Vocational Education
Department of Education
Government of American Samoa
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Pago Pago, Samoa 96799
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Trust Territories of the Pacific Islands

Mr. John Perkins
Director Vocational and Adult Education
Office of Education
Office of the High Commissioner
Saipan, CM 96950

Mr. Joseph Jetnil
Acting Director of Vocational Education
Department of Education
Lower Base, Tanapag
Saipan, CM 96950

Executive Director of NASDVE & NVEPDC

Dr. John W. Struck
Executive Director
200 Lamp Post Lane
Camp Hill, PA 17011
717-763-1120

Dr. Donald E. Dunkle
VOTRAKON—Director
USREP/JECOR
APO, New York 09038

Appendix B

Directory of State Directors of Adult Education

Appendix B

State Directors of Adult Education

Alabama
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Coordinator, Adult Basic Education
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Alaska
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Arizona
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Phoenix, AZ 85007
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Arkansas
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Arkansas Dept. of Education
Room 505-D, State Education Building West
Little Rock, AR 72201
501-371-2263

California
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Manager, Adult Education Prog. Services Unit
State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
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Colorado
Ms. Elizabeth Waggener
Senior Consultant
Division of Adult Education
Colorado State Dept. of Education
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Denver, CO 80203
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Connecticut
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Chief
Bureau of Community and Adult Education
State Dept. of Education
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Hartford, CT 06145
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Delaware
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J. G. Townsend Building
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District of Columbia
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Assistant Superintendent
Division of Career & Adult Education
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Florida
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Chief
Bureau of Adult & Community Education
State Department of Education
Knott Building
Tallahassee, FL 32301
904-488-8201

Georgia
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State Coordinator
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Georgia Department of Education
1870 Twin Towers East
Atlanta, GA 30334
404-656-2634

Hawaii
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Department of Education
c/o Hahaione Elementary School
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Idaho
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Idaho State Dept. of Education
Len B. Jordon Office Building
650 W. State Street
Boise, ID 83720
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Illinois
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Indiana
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Iowa
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Kansas
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120 East 10th Street
Topeka, KS 66612
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Kentucky
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Office of Federal Programs
State Dept. of Education
Frankfort, KY 40601
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Louisiana
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Louisiana Department of Education
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Baton Rouge, LA 70804
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Maine
Mr. David S. McCullough
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Division of Adult & Community Education
State House Station—No. 23
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207-289-3367

Maryland
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Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201
301-659-2361

Massachusetts
Ms. Kathleen Atkinson
Director, Student, Comm. & Adult Services
Massachusetts Department of Education
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Quincy, MA 02169
617-770-7587
cc: Gale B. Ewer
ABE Project Dir.
Greater Springfield Regional Education Center
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West Springfield, MA 01089
413-739-7271

Michigan
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Director, Adult Extended Learning Services
Michigan Department of Education
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Lansing, MI 48909
517-373-8425

Minnesota
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Supervisor, Adult Education
Department of Education
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Mississippi
Mr. William C. Box
Supervisor, Adult & Continuing Education
State Department of Education
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Jackson, MS 39205
601-359-3464

Missouri
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State Department of Elementary and Secondary Education
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Jefferson City, MO 65102
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Montana
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Nebraska
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Nebraska Dept. of Education
301 Centennial Mall South
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402-471-2016

Nevada
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New Hampshire
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N. H. Department of Education
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ABE/603-271-2247
GED/603-271-2249

New Jersey
Director, Bureau of Adult, Continuing and Community Education
State Department of Education
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Trenton, NJ 08619
609-588-3150

New Mexico
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State Supervisor of Voc/Tech and Adult Education
New Mexico Dept. of Education
Capitol Building
300 Don Gaspar
Sante Fe, NM 87501
505-827-6511

New York
Mr. Garrett W. Murphy
Director, Division of Continuing Education
New York State Education Dept.
Washington Avenue
Albany, NY 12234
518-474-5808

North Carolina
Mr. Bobby Anderson
Director, Continuing Education Services
Department of Community Colleges
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North Dakota
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Ohio
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Associate Director, Adult and Community Education
Division of Educational Services
Ohio Department of Education
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Oklahoma
Mr. Al Underwood
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Oklahoma Dept. of Education
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Oregon
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Pennsylvania
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Rhode Island
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South Carolina
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South Dakota
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Texas
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West Virginia
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Wisconsin
Ms. Charlotte Martin
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Wyoming
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American Samoa
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Continuing Education & Community Services
American Samoa Community College
Board of Higher Education
President's Office—Mapusaga Campus
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Guam
Mr. Luther Myrvold
Dean
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Trust Territory
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Office of Education
Office of the High Commissioner
Trust Territory of the Pacific Islands
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Virgin Islands
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Northern Mariana Islands
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Ms. Lynn Ross Wood
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Dr. Gary A. Eyre
Director of Marketing
American Council on Education
Office of Education
Credit and Credentials
One Dupunt Circle
Washington, D.C. 20036-1193
202-939-9473

Appendix C

Community Based Organizations

NOTE:

This listing is limited to the 9 CBOs named in the Carl Perkins Act Regulations and included in The Job Training Partnership Act and who responded to request for information.

Appendix C

Gary M. Kaplan
Executive Director
Jobs for Youth—Boston
312 Stuart Street—Third Floor
Boston, Massachusetts 02116
617-338-0815

Lawrence Pencak
Executive Director
Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005
202-833-1136

Paul Yzaquirre
President
National Council of La Raza
Twenty F Street, N.W.
Washington, D.C. 20200
202-628-9600

Hector Valezques
President
National Puerto Rican Forum
31 E. 32nd Street
New York, New York 10016
212-685-2311

John E. Jacob
President
National Urban League
500 East 62nd Street
New York, New York 10021
212-310-9082

Elton Jolly
President and Chief Executive Officer
OICs of America
100 West Coulter Street
Philadelphia, PA 19144-34
215-951-2200

Rolando Esparaza
President
SER-Jobs for Progress, Inc.
1355 River Bend Drive
Dallas, Texas 75247
214-631-3999

Lawrence C. Brown, Jr
President
70001 Ltd.
600 Maryland Avenue
West Wing, Suite 300
Washington, D.C. 20024
202-484-0103

Jobs for Youth—Boston

Jobs for Youth-Boston was founded in 1976 to assist youth programs in developing job-readiness components which train hard-to-place youth to succeed in private sector employment. It provides comprehensive curricula which teaches and tests pre-employment and work maturity competencies. JFY-TA has helped programs incorporate a variety of individual and group-oriented motivational strategies that improve client placement, longevity and mobility. In addition, JFY-TA is often called upon to help programs to:

- Identify the potential market of employers;
- Develop jobs for hard-to-place youth;
- Establish strong ties with the private sector.

As an outgrowth of Jobs For Youth's experience in providing remedial education to out-of-school young adults, JFY-Technical Assistance makes available the technology for implementing a variety of educational programs. JFY-TA has received national recognition for developing a competency-based G.E.D. curriculum, the first of its kind in the country. JFY-TA helps programs to incorporate any of the following education components:

- G.E.D.
- Basic Skills
- Daily Living Skills

JFY-TA works with community organizations to develop and operate youth entrepreneurship programs or other related youth enterprises.

JFY-TA also provides other services such as:

- Drop-out Prevention
- Motivation Training
- Supervisory skills for working with young, entry-level workers.

Mainstream, Inc.

In 1983, Mainstream, Inc., with funding from the Department of Labor through the Job Training Partnership Act, created a localized job development and placement program known as Project LINK in two locations: Washington, DC and Dallas, Texas. The LINK goal is help both unemployed and underemployed individuals with any kind of mental or physical disability—and in any age group—obtain competitive employment. There is no charge for this service to either LINK applicants or employers.

The elements of the LINK model are: A close working relationship with all disability service agencies, handicap organizations, and schools and universities in a given area; a screening process for determining whether individuals referred to LINK by these groups are job-ready; counseling of LINK applicants in career goals, resume writing, interviewing and conducting the job search; an aggressive job development effort in the business community; a continuous job matching process facilitated by Mainstream's computerized Search-Match System; and, once the match has been made, follow-up services for 90 days.

The result is a centralized placement service that takes the burden off of: disabled, qualified job seekers who have little or no knowledge of the job market; and employers who are seeking a simple, quick and a productive way to locate job-ready handicapped applicants.

Since its inception, Project LINK has placed in competitive employment over 1200 individuals with disabilities in the program's two sites; the overall retention rate of LINK applicants is 90 percent. The program places persons in all kinds of jobs: clerical, engineering, janitorial, accounting, food services, bank tellers, security, etc.

In 1986, Mainstream is helping organizations in three

other sites enhance the quality of their placement program for disabled persons. Mainstream is providing the three groups with our Search-Match System, complete technical assistance, computer training and adapted software. The selected organizations and sites are: The University of Tennessee at Chattanooga's FACE Program, Chattanooga, TN; ADEPT, Van Nuys, CA; and the Bergen County on the Handicapped, Hackensack, NJ. In addition, Mainstream will hold a fall conference on the West Coast on how to set-up a Project-LINK type program in a particular community.

National Council of La Raza

The National Council of La Raza (NCLR), now in its eighteenth year, exists to improve life opportunities for Americans of Hispanic descent. A nonprofit, tax-exempt corporation established in Arizona, the Council is now among the largest national Hispanic organizations. NCLR identifies four major missions:

- Technical assistance and constituency support to Council affiliates and to other Hispanic community-based organizations, Hispanic elected and appointed officials, and Hispanic entrepreneurs;
- Applied research, public policy analysis, and advocacy on behalf of Hispanic Americans;
- Public information activities designed to inform Hispanic communities and the general American public about Hispanic history and culture, contributions, needs, and concerns; and
- Catalytic special and international projects, including coalition efforts and innovative projects which often can be spun off to become independent entities.

NCLR's formal affiliate network includes 75 Hispanic community-based organizations in 19 states and the District of Columbia; these affiliates represent more than one million Hispanic Americans and have a combined annual budget of about $67 million. Each is an independent organization with its own staff and board of directors. Affiliates are both urban and rural, and serve every Hispanic subgroup. The majority are located in the Southwest and Far West, but an increasing number are east of the Mississippi River. Most affiliates carry out human services and/or community development efforts; about half run employment and training or education projects.

The Council's affiliates and many other Hispanic organizations receive assistance from La Raza's Washington, D.C., headquarters and from its program offices in Phoenix, Los Angeles, and Edinburg, Texas. The NCLR Education Network includes 400 organizations and individuals, the Policy Analysis Network about 375, and the general network more than 3,000.

During most of the past decade, Council funding was predominantly federal; today, NCLR is 85 percent privately funded, with more than 40 percent of its funding from corporations and much of the remainder from foundations.

Major accomplishments during the past year include continuing to strengthen ties with the private sector; establishing credibility as a primary source of statistical and policy analysis reports on issues affecting Hispanics; making its wholly-owned subsidiary, La Raza Production Center (LRPC), into a major independent Hispanic production center; and accomplishing significant results through its community development activities. NCLR also has developed and adopted a detailed Five-Year Plan for the organization, revised its Board structure, and completed an 18-month review and revision of the Council's affiliate structure.

National Puerto Rican Forum

The Puerto Rican Forum was established in 1957 by a group of concerned Puerto Rican community leaders, who dutifully responded to the socio-economic and political conditions affecting the growing numbers of Puerto Ricans who were then migrating to New York City. The founders of the Puerto Rican Forum addressed fundamental problems of the Puerto Rican community and set up forums of discussion for issue resolving. Inspired by the philosophy of the Puerto Rican educator, Dr. Antonia Pantoja, and others, the Puerto Rican Forum's mission was threefold:

(a) To develop community leadership and create programs that would solve the needs of the community.

(b) To provide educational and economic opportunities to the Puerto Rican people.

(c) To promote research and analysis of the Puerto Rican and other Hispanics' situation that would instill interest in and contribute to public policy for institutional changes and advancement of the economically disadvantaged.

The Puerto Rican Forum created leadership development programs which served as the offspring to other non-profit agencies in New York City. Aspira, Boricua College and the Puerto Rican Research Project are all examples of the program agencies that originated from the Puerto Rican Forum.

Continuing the mission of its founders, in 1971 the *National* Puerto Rican Forum was incorporated.

Today, after 28 years of experience, the National Puerto Rican Forum is the oldest and largest non-profit 501(c)(3) *national* Puerto Rican organization in the U.S.A. with offices in Miami, Chicago, Cleveland, Hartford, Washington, D.C. and New York City.

Existing programs offer employment and training opportunities through government and/or private sector job contracts initiatives. The National Puerto Rican Forum business programs include research, policy analysis, program design and development, customized training, and professional placement, advocacy and other social services.

National Urban League, Inc.

The National Urban League, Inc. is now in its 76th year. In those years it has developed into one of the nation's largest and most respected community service organizations providing a wide variety of direct service programs

through its network of 113 affiliates in 34 states and the District of Columbia.

The League also serves as a forceful advocate for blacks, minorities and the poor, conducts intensive research into conditions within Black America, and functions as a bridge builder between the races.

In 1910, when the NUL was founded, 90,000 southern blacks had concentrated in New York City hoping to improve their economic circumstances. Instead, they confronted a host of new "urban" problems including a job market requiring more sophisticated skills, overcrowded housing and schools and poor health services. The League was organized to help these new arrivals overcome the problems involved in making the transition from rural to urban living.

The National Urban League is governed by an interracial Board of Trustees composed of outstanding men and women from the professions, business, labor, civic and religious communities. This composition is duplicated at the local level.

In the fiscal year ending June 30, 1985, the NUL operated on a general budget of some $7.5 million. Of this, 48% came from the business community, 14% from private funds and foundations, 16% from affiliate dues, and 22% from all other sources. Restricted funds in the same period—these were funds allocated to specific programs and projects—totaled over $13 million. Of these funds, 76% came from government, 5% from foundations, and 19% from all other sources.

Today, while the NUL continues to provide assistance in traditional areas of concern, such as employment, housing, education and social welfare, it has taken up a number of new challenges—teen pregnancy, single female-headed households, political empowerment and crime in the black community.

In dealing with these areas, the NUL has sought to emphasize greater reliance on the unique resources and strengths of the black community to find solutions to its own problems. To accomplish this, the League's approach has been to utilize fully the tools of advocacy, research, bridge building and service delivery. The result has been an organization with strong roots in the community, which serves more than a million individuals each year.

The NUL's headquarters is in New York City. It also has a Washington Operations office (in Washington, D.C.) that oversees the activities of Congress and the federal government as they pertain to blacks and minorities and maintains a Research Department. In addition, there are four regional service centers—Eastern (New York City), Central (Chicago), Western (Los Angeles) and Southern (Atlanta).

Opportunities Industrialization Centers of America, Inc.

(OIC/A), is a national network of comprehensive employment training, job creational, and community economic development programs.

The OIC movement was founded by Dr. Leon H. Sullivan, Chairman of the National Board of Directors of OIC/A. OIC began in 1964 as an employment and training program in Philadelphia, Pennsylvania. OIC opened its doors to serve the unskilled, semi-skilled, unemployed, and disadvantaged in America.

OIC demonstrated effectiveness and gained national attention. As a result, other OIC affiliates were established under the auspices of OIC/A in 1966. Twenty-two years later, there are 87 operating affiliates. The affiliates have served more than 950,000 persons, trained more than 725,000, and placed more than 530,000. Those persons whose needs could not be met by our services were referred to other agencies.

OIC/A provides technical assistance to affiliates in areas of program development, program management, fund development and support. Such assistance has increased the efficiency, proficiency, and effectiveness of services by our affiliates to their constituents.

The accomplishments of OIC/A have been many. The training program included: human resource development for affiliates and specialized training for government, corporate and other human service organizations, and computer technology.

OIC/A and the IBM Corporation established a partnership in 1982. This partnership has created computer training centers at eleven affiliates. Trainees are taught skills in the computer technology field in order to compete for employment opportunities.

SER—Jobs For Progress, Inc.

SER-Jobs for Progress, Inc., is a national, non-profit organization established to provide employment training and placement services to the unemployed and the underemployed. SER is an acronym for "Service, Employment and Redevelopment," as well as the Spanish verb "to be".

SER-Jobs for Progress, Inc. was founded in 1964 by a joint effort of the nation's oldest and largest Hispanic membership organizations: The League of United Latin American Citizens (LULAC) and The American G. I. Forum.

Headquartered in Dallas, Texas, SER-Jobs for Progress, Inc. has a network of 110 training centers in 15 states. Center locations include Chicago, Dallas, Denver, Detroit, Houston, Kansas City, Miami and San Antonio, Texas.

During the period covering 1982-1985, the number of participants served by SER has risen from approximately 19,000 to 36,000 with an average training cost per participant of $1,000.00.

Milestones achieved during SER's existence include:

1964 — LULAC—Jobs for Progress opens a Job Bank in Houston, Texas. Volunteers inform Hispanic community of employment opportunities.

1966 — SER-Jobs for Progress awarded U.S. Navy contract to provide employment training.

1979 — SER-Laredo Job Corps Center opened. Center provides academic and vocational training to 190 Corpsmembers. Training includes Clerical Trades, Retail Sales, Computer Programming and Sociology. Associ-

ate Degrees in Advanced Clerical and Office Management and Advanced Career Training (ACT) through Laredo Junior College.

1982 — Golden Triangle Minority Business Development Center established in Beaumont, Texas. Center provides management and technical assistance to minority business entrepreneurs (MBE's). Services include accounting, inventory control, personnel management, contract negotiations and marketing.

1983 — High School Equivalency Program (HEP) established in Carrizo Springs, Texas. HEP offers migrant and seasonal farmworkers academic and financial services to enable them to obtain GED certification to secure better jobs. HEP serves the Southwest Texas counties of Dimmitt, La Salle, Uvalde, Webb & Zavala.

70001, Inc.

Founded in 1969 by Dr. George M. McGorman in Wilmington, Delaware as a Distributive Education Clubs of America (DECA) project. It is now a private non-profit public service corporation financed through a combination of government and corporation funding. 70001 began as an experimental program to motivate young high school dropouts and to help them find jobs. Initial funding was by the Thom McCan Shoe Company. In 1976 it was reorganized as a private non-profit corporation.

70001 was developed as a sensible business approach to addressing two critical problems identified by the private sector: (1) helping school dropouts become more competitive in the private sector labor market, and (2) meeting the need of the private sector for a "job ready" entry-level work force.

70001 uses a realistic and holistic approach to assisting youth in acquiring and retaining a job, emphasizing employability training, academic and personal development. 70001 consists of three integrated components designed to support the employment, academic and personal development of youth: (1) Employment Training, (2) Academic/GED Instruction, and (3) Motivational Programming.

Appendix D

Participation of Private Institutions, CBOs and Employers in Carl Perkins Act

Participation of Private Vocational Education Institutions Private Postsecondary Educational Institutions Community-Based Organizations and Employers Under the Carl D. Perkins Act (P. L. 98–524)

Title II, Part A (VE Opportunities)

P.L. 98–524 SECTION	REG. SEC. (50 FR 33226 et. seq.)	CONF. REPT. POINT # (H. REPT. 98–1129)	GRANTOR	RECIPIENTS	GROUP(S) SERVED	MANDATORY CONDITIONS FOR AWARDS
201(f)(3)	401.40(c),(d) 401.55(c)		State	• Community-based organizations of demonstrated effectiveness	• Single parents and homemakers	The community-based organization must have demonstrated performance in terms of: a. cost b. quality of training c. characteristics of participants
201(h)(2)	401.40(b)(2),(c) 401.58(a)(2)	#84	State	• Private vocational training institutions • Private post-secondary educational institutions • Employers	• Handicapped individuals • Disadvantaged individuals • Adults in need of training or retraining • Single parents or homemakers • Anti sex-bias program participants • Criminal offenders serving in correctional institutions	Recipients must be able to: a. Make a significant contribution to obtaining the objectives of the State plan AND b. Provide substantially equivalent training at lesser cost OR c. Provide equipment or services not available in public institutions
203(a)(4)	401.98		Local education agency or other eligible recipient	• Community based organizations of demonstrated effectiveness	• All special needs groups identified in the statute, Title II, Part A, Section 201(b) • Disadvantaged individuals	Funds must be used in areas of the state in which: a. There is an absence of sufficient vocational education facilities OR b. Vocational education programs do not adequately address the needs of disadvantaged students OR c. The eligible recipient determines that the community based organization can better serve disadvantaged students
203(c)	401.100		State	• Eligible recipients • Community-based organizations	• Adults in need of training or retraining • Single parents or homemakers • Anti sex-bias program participants • Criminal offenders serving in correctional institutions	Criteria to be determined by the State Board

Title II, Part B (Improvement, Innovation, Expansion

PL 98-524 SECTION	REG. SEC. (50 FR 33226 et. seq.)	CONF REPT. POINT # (H. REPT 98-1129)	GRANTOR	RECIPIENTS	GROUP(S) SERVED	MANDATORY CONDITIONS FOR AWARDS
251(a)(2)(B)	401.60(a)(1)(i)	#43	State	• Private vocational training institutions • Private postsecondary educational institutions • Community based organizations • Employers	• Vocational education students	Recipients must provide for: a. Make a significant contribution to attaining the objectives of the Perkins Act AND b. Provide substantially equivalent preparation at a lesser cost OR c. Provide equipment or services not available in public institutions
252(b)	401.40(a); 401.67(a)	#47	State	• Community based organizations of demonstrated effectiveness	• Vocational education students • Disadvantaged students	a. For vocational education students generally, funds may be used in areas of the State in which there is an absence of sufficient vocational education facilities b. For disadvantaged students, funds may be used in areas of the State in which the vocational education programs do not adequately address the needs of these students OR c. Wherever the community based organization can better serve disadvantaged students d. Projects must be of sufficient size, scope, and quality to give reasonable promise of meeting the vocational education needs of the students involved

Title III, Special Programs

301(a)	401.72(a)(b); (1)-(4)	#79	State	• Community based organizations (CBO'S) or TVI • Eligible recipients	• Youth with special consideration for disadvantaged youth	Joint application to the State board shall contain: a. A designation of fiscal agents established for the program b. A description of the uses for which assistance is sought, together with evaluation criteria to be applied to the program c. An assurance that special consideration will be given to disadvantaged youth d. An assurance that business concerns will be involved e. A description of the efforts the community based organization will make to collaborate with the eligible recipients participating in the joint project f. A description of the manner in which the proposed services and activities will serve to enhance the enrollment of severely economically and educationally disadvantaged youth g. An assurance that the program(s) will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State

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Title IV, National Programs

Part E—Bilingual Vocational Training

P.L. 98-524 SECTION	REG. SEC. (50 FR 33226 et. seq.)	CONF. REPT. POINT # (H. REPT. 98-1129)	GRANTOR	RECIPIENTS	GROUP(S) SERVED	MANDATORY CONDITIONS FOR AWARDS
441(a)(1)	407.2	#152	U.S. Dept. of Education	• State agencies • Local education agencies • Post-secondary educational institutions • Private nonprofit vocational training institutions • Private for-profit agencies and organizations • Other nonprofit organizations, specifically created to serve individuals who normally use a language other than English	• Individuals who normally use a language other than English or who have limited English proficiency. These individuals must have either completed or left elementary or secondary school and be available for education in a postsecondary educational institution OR Have already entered the labor market and desire or need training or retraining	In order to be eligible to receive funds to conduct bilingual vocational education and training programs, an applicant must: a. Submit an application as required by the Secretary of Education which contains an assurance that the applicant will administer or supervise the program. b. Set forth a program of such size, scope, and design as will make a substantial contribution toward carrying out the purposes of the bilingual vocational education training program. d. Submit the application to the State board for review and comment and include any comments in the application. e. Bilingual vocational training projects must include instruction in the English language to ensure that participants will be equipped to pursue such occupations in an English language environment.
441(b)(1)	408.2	#155	U.S. Dept. of Education	• State agencies • Public and Private nonprofit educational institutions • Private for-profit educational institutions	Instructors of bilingual vocational education training programs	In order to be eligible to receive funds to conduct training for instructors of bilingual vocational education and training programs, an applicant must: a. Submit an application as required by the Secretary of Education, which contains an assurance that the applicant will administer or supervise the program. b. Describe the capabilities of the applicant (including vocational training or education courses offered by the applicant.) c. Describe the qualifications of principal program staff. d. Describe the minimum qualifications required for individuals to participate, the selection process for such individuals, and the projected amount of fellowships or traineeships, if any.
441(c)(1)	409.2	#157	U.S. Dept. of Education	• State agencies • Educational institutions • Nonprofit organizations • Private for-profit agencies and organizations • Individuals	Individuals who normally use a language other than English or who have limited English proficiency	In order to be eligible to receive funds for the development of bilingual vocational education curriculum, methods, or techniques, for research, for training programs to familiarize State agencies and training institutions with successful projects, and for experimental, pilot, developmental and demonstration projects, an applicant must: a. Submit an application as required by the Secretary of Education, which contains an assurance that the applicant will administer or supervise the program. b. Set forth in the application the qualifications of staff responsible for any such program.

Prepared by Jean Berube, Policy Analysis Staff/OVAE/ED

Appendix E

National Network for Curriculum Coordination In Vocational Technical Education

Appendix E

National Network for Curriculum Coordination In Vocational Technical Education

The network is made up of six regionally-based curriculum and technical assistance centers which provide a variety of curriculum related services throughout the U.S.

East Central Curriculum Coordination Center
Rebecca S. Douglass, Director
Illinois Vocational Curriculum Center
Sangamon State University, F-2,
Springfield, IL 62703
(217) 786-6374
States served: Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin

Midwest Curriculum Coordination Center
Bob Patton, Director
State Department of Vocational and Technical Education
1500 West Seventh, Stillwater, OK 74074-4365
(405) 377-2000
States served: Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Northeast Curriculum Coordination Center
Martha Pocsi, Director
New Jersey Vocational Education Resource Center
200 Old Matawan Road, Old Bridge, NJ 08857
(201) 390-1191
States served: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

Northwest Curriculum Coordination Center
Bill Daniels, Director
Old Main—Room 478
Saint Martin's College, Lacy, WA 98503
(206) 438-4456
States served: Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming

Southeast Curriculum Coordination Center
Jimmy McCully, Acting Director
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX, Mississippi State, MS 39762
(601) 325-2510
States served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Western Curriculum Coordination Center
Lawrence Zane, Director
Western Curriculum Coordination Ctr.
University of Hawaii, College of Education
1776 University Ave., Wist 216, Honolulu, HI 96822
(808) 948-7834
States served: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory, Government of Northern Marianas

The Curriculum Coordination Centers Impact Report for 1985

The 1985 Curriculum Coordination Centers (CCCs) Impact Report was developed from a synthesis of information submitted to the U. S. Department of Education by the six regional CCCs. These Centers, with the 57 State Liaison Representatives (SLRs), form an information-sharing network which provides a variety of curriculum related services to each State and Outlying Area of the United States. The SLRs serve as contact person for curriculum materials and other resources available to vocational education clients through the Network. See the attachment for a listing of the CCCs and their consortium States.

The state salaried SLRs voluntarily collect and report impact information to their respective regional Centers using effectiveness indicators which denote improvements in state curriculum activities, curriculum services to the states, and dissemination and utilization of materials. Impact data is reported to the Department of Education by each of the CCCs on an annual basis. This information includes examples of selected innovative projects.

In 1985, the six CCCs continued to facilitate their consortium States in the identification, location, adaptation, dissemination and use of curriculum materials. Each Center provided curriculum related services to clients based on needs identified through the SLRs. These services include technical assistance, inservice training, workshop planning, library lending, curriculum searches, curriculum adaptations, electronic mail, dissemination and overall information-sharing. Through networking, the CCCs help the state to avoid unwarranted duplication, identify and obtain quality curriculum materials, and better utilize vocational education resources.

Each Center reported cost savings realized by consortium states through the adoption or adaptation of CCC identified curriculum materials and other Network services. For example, the East Central Center reported savings of $2,730,000 with 77 curriculum products adapted in its twelve state consortium. The Northwestern Center reported savings of $2,002,000 with 44 products adapted in its ten states. Similarly, the Northeast Center reported savings of $1,387,000 with the adaptation of 175 products

by its ten state consortium. In toto, 527 CCC identified curriculum products were adopted or adapted by the states at a savings of $9,518,292 for the entire Network. These savings indicate a 12 to 1 return on the $785, 351 Federal investment in the CCCs in 1985.

Following is a sample listing of some of the curriculum products developed by one State and adopted or adapted for use in another State.

Product Title	*Developer*	*Adopted or Adapted By*
Food Service Guides	MAVC	Nebraska Inmate Training Programs
Heavy Equipment Operator	Oklahoma	Guam Community College
Automotive Brake Service	Florida	Hawaii Job Preparation Language Program
Computer Literacy	Connecticut	Senaca Nation Vocational Center, Irving, NY
Procesos Production Industrial	Puerto Rico	BOCES Bilingual Vocational Training Programs, West Nyack, NY
Technical Graphics Curriculum Guide	Maine	Port Townsend High School, Port Townsend, WA
Marketing For a Small Business	Univeristy of Wisconsin, Madison	Kauai Community College Hawaii
Vocational Student Assessment	Maryland	Connecticut
Health Cluster Materials	Georgia	Alabama
Home and Career	Home Economics Curriculum Centers Lubbock, TX	Edmonds School District Edmonds, WA
Word Processing Supplement to California Business Education Program Guide	California	Florida State University Tallahassee, FL

Appendix F

Sample Forms

Appendix F

Review Sheet for Working With Local PIC

Program Year: _____

This review sheet can be used to compile and disseminate information.

Chairperson of Private Industry Council (PIC):

Name: _____

Address: _____

_____

Phone: _____

Chief Staff Person of PIC

Name: _____

Address: _____

_____

Phone: _____

Other Staff of the PIC

Name	Job Title	Phone No.

Chief Local Elected Official(s);

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

Financial Data:

Total Allocation of IIa for Youth # _____ $ _____

Other sources of note:

_____ # _____ $ _____

_____ # _____ $ _____

Preliminary Drafts of Local Job Training Plan

Dates Available _____

Contact Person to Obtain Copy _____

Public Hearing to Solicit Testimony:

Date: _____ Written Copies Requested Yes _____ No _____

Time: _____ Prior Request to Speak Required Yes _____ No _____

Location: _____

_____

Procedures Used to Allocate Funds:

Request for Proposal (RFP) _____

Bidding Process _____

Sole Source Contract/Grant _____

Other _____

Eligibility Criteria to Receive RFP or Bid Specifications:

_____

_____

_____

Contact Person to Obtain Copy _____

Date RFP/Bid Specs are to be Issued _____

Date RFP/Bid Specs are Due _____

Decision Timetable

PIC/Staff Review Dates(s): _____

PIC Decision Meeting Date: _____

Time: _____

Location: _____

Public Meeting: Yes _____ No _____

Public Comment Allowed: Yes _____ No _____

Prior Request to Speak: Yes _____ No _____

Adapted from
Tindall, 1985

Local Job Training Plan
Review Guide

Target Populations Listed in Plan _____

Are disadvantaged youth 16-21 yrs. specified as a target group to be served by:

Title IIA adult programs Yes _____ No _____ Proposed number and % to be served_____

Title IIA youth programs Yes _____ No _____ Proposed number and % to be served_____

Title IIB summer youth programs Yes _____ No _____ Proposed number and % to be served_____

Other _____ Yes _____ No _____ Proposed number and % to be served_____

Level of funding earmarked for disadvantaged youth 16-21 yrs.

Title IIA adult: $ _____

Title IIA youth: $ _____

Title IIB summer: $ _____

Other _____ $ _____

Types of training proposed:	Disadvantaged Youth 16-21 yrs.
1. _____	Yes _____ No _____
2. _____	Yes _____ No _____
3. _____	Yes _____ No _____
4. _____	Yes _____ No _____

Comments: _____

Procedures to Allocate Funds to Program Services Providers

Request for Proposals (RFP) _____

Bidding Process _____

Sole Source Contract/Grant _____

Other _____

Performance Standards that Program Service Providers Must Meet

Youth (16–21 Out-of-School)

_____% job placement rate

$_____maximum cost per placement

$_____average per hour wages/placement

Youth (In-School)

_____% job placement rate

_____% positive termination rate

$_____maximum cost per positive termination

Adjustment in performance standards for programs serving those most in need:

requested _____ not requested _____

requested/denied _____ requested/approved _____

Adjustment in maximum length of training program (enrollment period) available to serve those most in need:

Adjustment specified _____ No adjustment specified _____

Definition of Disadvantaged Youth: Local Plan

_____

_____

_____

Definition of Handicapped in Local Plan

Focus on substantial barrier to employment: Yes _____ No _____

Precise definition _____. Broad definition _____

Accepted sources of Definition of Handicap:

Participant Self Report	_____	Vocational Rehabilitation	_____
Private Industry Council Staff	_____	Job Service	_____
Special Education	_____	Other _____	

Eligibility Criteria for Enrollment in JTPA: _____

_____

_____

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Eligibility criteria for enrollment in specific programs Yes _____ No _____

If "yes,"

	Entrance Requirements					
Name of Program	Pre Voc	Math	Reading	Work History	Time Limit	Other

Intake Procedures used to Enroll Participants

Single Point of Entry _____

Multiple Points of Entry _____

Assessment Yes _____ No _____

Is assessment suitable for most Youth 16-21 applicants? Yes _____ No _____

Changes need to improve validity: _____

Support Services

Support service funds allowed Yes _____ No _____

Total amount available $_____

Maximum per person: Yes _____ No _____ amt. _____

Allowable support services (transportation, meals, need based payments, etc.):

_____

Eligibility criteria to receive support services:

_____

_____

_____

Job Placement Assistance

Provided _____ Not provided _____

If provided, is it provided by:

separate program _____

individual program providers _____

Name of programs which include job placement assistance: _____

_____

Post Program/Post Placement Followup

Provided _____ Not provided _____

Monitoring only _____

Participant support/coaching _____

Coordination with Other Agencies

Specified _____ Not specified _____

If specified, list services which are coordinated:

Agency Name	Financial Support to Participants	Job Placement	Followup	Other
Vocational Rehabilitation				
Job Service				
County/State Developmental Disabilities Office				
Sheltered Workshop				
Mental Health				

Has the PIC approved competencies which can be used in computing positive terminations for youth?

pre-employment skills Yes _____ No _____

work maturity skills Yes _____ No _____

basic (education) skills Yes _____ No _____

job specific skills Yes _____ No _____

If PIC approved competencies exist, review content and performance criteria

content:

suitable for most youth 16-21 participants _____

unsuitable for most youth 16-21 participants _____

variable, depending on participants' disabilities _____

performance criteria:

suitable for most youth 16-21 participants _____

unsuitable for most youth 16-21 participants _____

variable, depending on participants' disabilities _____

Background Data for use in Testimony at Public Hearing

Number of JTPA eligible Youth 16–21 in Service Delivery Area: _____

Number of Unemployed Youth 16–21 persons (if different from above): _____

Number of Handicapped in-school youth ages 16–21

in your school: _____

in Service Delivery Area: _____

Other programs, not funded by JTPA, which provide pre-vocational, basic education and vocational services:

Name of Program	Services Offered	# Served	# on waiting list	Ratio of staff to Client/Student

Adapted from
Tindall et. al., 1985

Sample A
Cooperative/Joint Agreement
Outline

I. Title _____

_____

II. Agencies Involved _____

_____

III. Objective of Joint Agreement _____

_____

IV. Target Client Group _____ No. _____

V. General Plan of Operation to Provide Services _____

_____

VI. How Responsibilities Are to Be Shared _____

_____

VII. Use of Resources _____

_____

VIII. Service Delivery Procedures with Timeframes _____

_____

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Sample B
Format for a Joint Agreement

Article I—GENERAL

Sect. 1 Name of Joint Agreement
Sect. 2 Purpose
Sect. 3 Membership

Article II—ORGANIZATION AND OPERATION

Sect. 1 Administrative Agent
Sect. 2 Fiscal Agent
Sect. 3 Organizational Structure
Sect. 4 Advisory Committees

Article III—PROGRAM

Sect. 1 Program Selection
Sect. 2 Program Management
Sect. 3 Program Sites, Equipment and Facilities

Article IV—FINANCE

Sect. 1 Administrative Costs to Be Covered
Sect. 2 Operating Costs to Be Covered
Sect. 3 Personnel Costs to Be Covered
Sect. 3 Procedures for Financing Joint Agreement

Article V—SUPPORT SERVICES

Sect. 1 Designation of Support Services
Sect. 2 Designation of Responsibility
Sect. 3 Coordination

Article VI—CHANGES

Sect. 1 Procedures and Condition for Withdraw from Joint Agreement
Sect. 2 Provisions for Amending Joint Agreement

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